This is SPARTA! Fun Facts about Campbell High School

Founded 1952 on the campus of the current Campbell Middle School

Twelve different Career Tech Programs

Twenty-two Advanced Placement Courses

Twenty Honors Courses

STEM afterschool Spartan Academy

Over 100 Clubs and Extracurricular Activities

One of 5 Cobb schools to begin offering International Skills Diploma Seal in 2016

Home of Cobb County School District’s only International Baccalaureate Magnet program

Home school of the 2015-16 Cobb County School District Teacher of the Year, 1SG Kathryn Burns
This is SPARTA!

Our Vision

• Seize the Present to soar into the Future

Our Mission Statement

• Preparing students to contribute and succeed in a global society

Our Beliefs

• All students can learn.
• Every individual deserves a quality education.
• Every individual should be treated with dignity and respect.
• Campbell High School is committed to respecting and appreciating all cultures.
• Campbell High School works to teach students to be responsible, contributing members of society.
• Students, parents, teachers, and community share the responsibility for a safe school.
• Learning is a lifelong process.
• Campbell High School holds high expectations for both staff and students.
• School should be a positive experience.
• Campbell High School offers opportunities for success of all students.

Our Motto

• "Learning today for tomorrow’s world"
Welcome to Campbell High School

In this booklet you will find the following information to help you get started on the road to high school.

I. Department Profiles
   (including 9th grade courses and course descriptions, courses offered and graduation requirements)
   o School Counseling Department
   o English Department
   o Math Department
   o Social Studies Department
   o Science Department
   o Foreign Language Department
   o Career/Technology Department
   o Fine Arts Department
   o Physical Education Department
   o Exceptional Student Services – Educational Support
   o ESOL Department

II. Graduation Requirements (including graduation check sheet)
School Counseling Department

Department Chair: Mrs. Kristin Schloemer-Bryant

It is the goal of the school counseling department to help each student become a self-actualized individual. We are here to assist, clarify, guide, counsel, listen, support and encourage students. We focus upon the emotional, social, educational, and psychological well-being of the student. As an advocate for students, we offer proactive programs as well as reactive outreach.

We concern ourselves with personal issues such as mental health, abuse, drugs, suicide, and grief as well as educational issues, such as class selection, career exploration, college applications, financial aid, and scholarships.

We are here to serve the students, parents, faculty/staff and the community. We serve through a variety of modalities including individual and group counseling, classroom guidance, focus groups, and special programs.

There are five school counselors to serve the students at Campbell High School. You may contact the counseling office at (678) 842-6853. Students are assigned to counselors alphabetically by their last name.

**Counselors (list by alpha designation and email)**

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>Dr. Julia Richardson (A-C)</td>
<td><a href="mailto:Julia.richardson@cobbk12.org">Julia.richardson@cobbk12.org</a></td>
</tr>
<tr>
<td>Dr. Tina Amand (D-H)</td>
<td><a href="mailto:Tina.amand@cobbk12.org">Tina.amand@cobbk12.org</a></td>
</tr>
<tr>
<td>Mrs. Yolanda Wright (I-M)</td>
<td><a href="mailto:Yolanda.wright@cobbk12.org">Yolanda.wright@cobbk12.org</a></td>
</tr>
<tr>
<td>Mrs. Kristin Schloemer-Bryant, Department Chair (N-R)</td>
<td><a href="mailto:Kristin.schloemer@cobbk12.org">Kristin.schloemer@cobbk12.org</a></td>
</tr>
<tr>
<td>Mrs. Rotarsha Jackson (S-Z)</td>
<td><a href="mailto:Rotarsha.jackson@cobbk12.org">Rotarsha.jackson@cobbk12.org</a></td>
</tr>
</tbody>
</table>

**Registrar**

Mrs. Jana Loftin

**Clerical Staff**

Mrs. Deundrea Askew

Mrs. Marcela Moran

Please visit the CHS School Counseling Department’s website for additional information:

http://bespartanssharp.weebly.com/
English Requirement for Graduation: 4 units of English including 9th Lit/Comp and American Lit/Comp

Pre-Course Reading Requirement: All English classes at Campbell require students to complete a pre-course reading assignment. Please refer to the Campbell High School website in late May for details regarding the specific course that your student is registered to take.

English Courses Offered at Campbell

- 9th Lit/Comp (required End of Course Test)
- Current Topics in Reading/System 44
- World Literature
- American Lit/Comp (required End of Course Test)
- Multicultural Literature
- British Literature
- AP Language
- AP Literature

9th Grade English Course Offerings 2017-2018

9th Grade Literature/Composition (Y)
is a college prep class which integrates composition, grammar and literature. It covers the writing process. The course will also include the development of vocabulary, speaking, listening, and researching skills.

Honors 9th Grade Lit/Comp (Y)
is an accelerated college prep course designed for the student who has a serious interest in the interpretation of literature. It integrates writing, grammar and usage, speaking and listening. It includes reading a variety of literary genres: short stories, novels, poetry, drama and nonfiction, and emphasizes oral and written response to literature.

(Pre-requisite: teacher recommendation)

9th Literature/Composition ESOL (Y)
See description above.
This course is designed for the student for whom English is a second language.

(Pre-requisite: All active ESOL students)

Current Topics in Reading (Read 180/System 44)
This course provides fundamental skills development in all areas of English Language Arts. It includes drill and practice opportunities in writing, organizing, speaking, reading, and thinking; it also emphasizes study skills for English classes.
This MANDATORY ENGLISH ELECTIVE is designed to give support to selected students who experience significant deficiency in language arts as demonstrated in standardized tests.

Current Topics in Reading II/III/IV (ESOL) (Y)
This course contains the same GPS standards as Current Topics in Reading I. Adaptations in presentation are made to accommodate the needs of ESOL students.

(Pre-requisite: All active ESOL students and teacher recommendation)
Mathematics Department

Department Chair: Mrs. Elizabeth Hayden

Mathematics Requirement for Graduation: 4 units of math including Algebra I, Geometry and Algebra II

Mathematics Courses Offered at Campbell

- GSE Foundations of Algebra Y
- GSE Algebra I (Required End of Course Test)
- GSE Geometry (Required End of Course Test)
- GSE Geometry w/Support (Required End of Course Test)
- Honors GSE Geometry (Required End of Course Test)
- ACC GSE Algebra I/Geometry A (Required Algebra I EOC)
- ACC GSE Geometry B/Algebra II (Required Geometry EOC)
- GSE Algebra II
- GSE Algebra II w/Support
- Honors Algebra II
- Pre-Calculus
- Statistical Reasoning
- ACC Pre-Calculus
- Calculus
- AP Calculus
- AP Statistics
- Advanced Mathematical Decision Making

9th Grade Math Course Offerings 2017-2018

Foundations of Algebra / GSE Algebra I
will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities. GSE Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. 
(Pre-requisite: Successful completion of the 8th grade mathematics course)

Marketing Principles A (Embedded credit with Foundations of Algebra Y)
students learn how marketing satisfies consumer and organizational needs and wants for products and services and develop an understanding of basic marketing concepts and the role of marketing in business

GSE Algebra I
GSE Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. 
(Pre-requisites: Successful completion of Math 8 or AC Math 8 and SMI Year-end Proficiency rating scores of 1140 - 1325)

Marketing Principles B (Embedded credit with GSE Algebra I for students who completed Foundations of Algebra and Marketing Principles A fall semester)
Students continue to learn how marketing satisfies consumer and organizational needs and wants for products and services and develop an understanding of basic marketing concepts and the role of marketing in business

ESL Foundations of Algebra (Y) / ESL GSE Algebra I (Y)
See description above. This course is designed for the student for whom English is a second language.
(Pre-requisite: All active ESOL students with successful completion of the 8th grade mathematics)

GSE Geometry (Y)
is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. 
(Pre-requisite: students who completed GSE Algebra I in 8th grade with a grade less than 80% and/or teacher recommendation)
Honors GSE Geometry (Y)
is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. 
(Pre-requisites: Honors students must have completed GSE Algebra I in 8th grade with an 80% and a passing score on the EOC and/or teacher recommendation or students who earn credit in Acc Algebra I/Geometry A with a grade less than 80% and teacher recommendation)
Accelerated Algebra I/Geometry A (Y)
This accelerated course consists of the entire course of GSE Algebra and the first ½ of GSE Geometry A.  
(Pre-requisites: Successful completion of the ACC 8th grade mathematics with semester grades of 85% or higher both semesters and teacher recommendation based on CRCT scores)

Accelerated Geometry B/Algebra II (Y)
This accelerated course consists of the second ½ of GSE Geometry B and the entire course of GSE Algebra II.  
(Pre-requisites: student must have credit in ACC Algebra I/Geometry A with a final grade of 90% or higher, a minimum of 90% on the ACC Algebra I/Geometry A EOC and teacher recommendation)
Social Studies Requirement for Graduation: 3 units including World History, United States History, American Government (.5 credit), and Economics (.5 credit)

Social Studies Courses Offered at Campbell
- World Geography
- World History
- United States History (Required End of Course Test)
- American Government
- Economics (Required End of Course Test)
- Sociology
- Psychology
- AP Human Geography
- AP World History
- AP U.S. History
- AP U.S. Government and Politics
- AP Microeconomics
- AP Psychology
- AP European History

9th Grade Social Studies Course Offerings 2017-2018

World Geography (Y)
is an overview of physical and cultural geography. Additionally, an awareness of similarities and differences in human needs and behaviors is developed. Skills acquired in the course are integral parts of World History and U.S. History.

ESL World Geography (Y)
See description above.
(Pre-requisite: All active ESOL students)

Honors World Geography (Y)
Honors level course is designed for students who have proficiency in geographic skills and concepts and provides a more in-depth overview of physical and cultural geography.
(Pre-requisite: teacher recommendation)

AP Human Geography (Y)
introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Examines methods and tools geographers use in their science and practice. Follows AP Curriculum. Students completing this course are expected to take the AP exam. (Pre-requisite: teacher recommendation)
Science Department
Department Chair: Mr. Randy McClure

**Science Requirement for Graduation:** 4 units of credit in science, including one unit of Biology, one unit of Physics, one unit of Environmental Science or Chemistry, and one additional unit of science

**Science Courses Offered at Campbell**
- Biology (Required End of Course Test)
- Forensic Science
- Chemistry
- Physics
- Human Anatomy and Physiology
- Environmental Science
- Astronomy
- Zoology
- AP Biology
- AP Environmental Science
- AP Chemistry

9th Grade Science Course Offerings 2017-2018

**Biology (Y)**
students will learn and understand biological functions and systems on the cellular, genetic, evolutionary, systematic, and ecological levels. Students will also be able to implement applications of biological processes to everyday situations.
*(Pre-requisites: student earned credit in 8th Grade Physical Science and 8th Grade Math and teacher recommendation)*

**Honors Biology (Y)**
is an accelerated course in which the students will learn and understand biological functions and systems on the cellular, genetic, evolutionary, systematic, and ecological levels. Students will also be able to implement applications of biological processes to everyday situations.
*(Pre-requisites: Accelerated 8th Grade Physical Science (grade of 80% or higher) or Physical Science (grade of 80% or higher), Accelerated 8th Grade Math (grade of 80% or higher) or 8th Grade Math (grade of 90% or higher and teacher recommendation)*

**Environmental Science (Y)**
is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues.
*(Pre-requisites: student earned credit in 8th Grade Science and credit in 8th Grade Math)*

**ESL Environmental Science (Y)**
See description above. This course is designed for the student for whom English is a second language.
*(Pre-requisites: All active ESL student must have received credit in 8th Grade Science and credit in 8th Grade Math)*
Foreign Language Department

Department Chair: Dr. Svetoslava Dimova

Foreign Language Requirement for Graduation: Most colleges and universities require two or three units of the same foreign language. Check with your counselor for further information.

A Foreign Language Pathway requires at least 3 consecutive levels of the same language.

Students with native or heritage language proficiency may take placement tests to determine the appropriate course level for registration. See the department chair for further information.

Foreign Language Classes Offered at Campbell

- French I, II, III, IV, AP French Language and Culture
- Spanish I, II, III, IV, AP Spanish Language and Culture, AP Spanish Literature and Culture
- Spanish for Native Speakers I and II
- Arabic I, II, III
- Chinese I, II, III
- Japanese I, II, III

9th Grade Foreign Language Course Offerings

French I (Y)
is an introduction to the language and culture of France and other French-speaking countries. The course will enable students to attain a Novice-Low to Novice-Mid level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication. Emphasis is given on oral proficiency.

French II and III (Y)
is designed to enable students to attain Intermediate level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication with emphasis on oral proficiency. The student will acquire ability for limited personal communication and an appreciation of diversity in the French-speaking world. (Pre-requisite: student must have earned credit in French I and/or French I and II)

Spanish for Native Speakers I and II (Y)
is designed for the Spanish Heritage Speaker and focuses on developing of adequate interpersonal, interpretive, and presentational communication skills. Classroom activities are designed around real world situations, events in the media, and individual needs. (Pre-requisite: Heritage Spanish speaking student and student earned credit in Native Speakers I to take Native Speakers II)

Spanish I (Y)
is an introduction to the language and culture of the Spanish-speaking countries. The course will enable students to attain a Novice-Mid to Novice-High level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication. Emphasis is given on oral proficiency.

Spanish II and III (Y)
is designed to enable students to attain Intermediate –Low level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication with emphasis on oral proficiency. The student will acquire ability for limited personal communication and an appreciation of diversity in the Spanish-speaking world. (Pre-requisite: student must have earned credit in Spanish I and/or Spanish I and II)

Arabic I (Y)
is an introduction to the language and culture of Arabic-speaking countries. The course will enable students to attain a Novice-Mid to Novice-High level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication. Emphasis is given on oral proficiency.

Arabic II and III (Y)
is designed to enable students to attain Intermediate –Low level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication with emphasis on oral proficiency. The student will acquire ability for limited personal communication and an appreciation of diversity in the Arabic-speaking world. (Pre-requisites: student must have earned credit in Arabic I and/or Arabic I and II)
Chinese I (Y)
is an introduction to the language and culture of China. The course will enable students to attain a Novice-Mid to Novice-High level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication. Emphasis is given on oral proficiency.

Chinese II and III (Y)
is designed to enable students to attain Intermediate – Low level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication with emphasis on oral proficiency. The student will acquire ability for limited personal communication and an appreciation of diversity in the Chinese-speaking world. (Pre-requisites: student must have earned credit in Chinese I and/or Chinese I and II)

Japanese I (Y)
is an introduction to the language and culture of Japan. The course will enable students to attain a Novice-Mid to Novice-High level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication. Emphasis is given on oral proficiency.

Japanese II and III (Y)
is designed to enable students to attain Intermediate – Low level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication with emphasis on oral proficiency. The student will acquire ability for limited personal communication and an appreciation of diversity in the Japanese-speaking world. (Pre-requisites: student must have earned credit in Japanese I and/or Japanese II)
# Career/Technology Pathways

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| Audio Video Technology Film | |
| Audio Video Technology and Film II | |
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<td>Business and Technology</td>
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<td>Marketing Management</td>
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| Programming | |
|-------------| |
| Introduction to Digital Technology | |
| Computer Science Principles or AP Computer Science | |
| Programming, Games, Apps, and Society | |

| Web Development | |
|-----------------| |
| Introduction to Digital Technology | |
| Computer Science Principles or AP Computer Science | |
| Web Development | |

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<td>Engineering Applications</td>
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<td>Early Childhood Education III</td>
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</table>

| Plant Science/Horticulture | |
|----------------------------| |
| Basic Agricultural Science and Technology | |
| General Horticulture and Plant Science | |
| Nursery and Landscape Design | |
Career/Technology Department

Department Chair: Ms. Gloria Flemming

Career/Technology Requirement for Graduation: Courses from Career Technology can be used to fulfill the 3 units required from either Technology, Fine Arts, Tech/Career, ROTC, or Foreign Language.

Pathway Completion: Students are encouraged to complete three (3) courses in a pathway to become a “pathway completer” with an opportunity to earn Industry credential.

Career/Technology Pathways

9th Grade Career/Technology Course Offerings

Audio-Video Technology Film I (Y)
prepares students for advanced production work in future classes and an exploration of this field of study. Lectures and note-taking, hands-on work and script writing and written assignments are significant parts of the course. Students will learn about the basics of: history of TV, how television works, news and sports reporting, interviewing, script writing, cameras, tripods, framing techniques, audio, lighting, production work, editing, graphics, and career exploration. First course in the Audio Video Film Technology Pathway. (Pre-requisite: student has earned credit in an 8th grade or high school English class with a 75% or higher)

Introduction to Business and Technology (Y)
students learn about business ownership, functions of management, technology, communications, legislative regulations and community involvement and Microsoft Office Word and PowerPoint. First course in the Business and Technology on Pathway.

Introduction to Digital Technology (Y)
is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught. First course in the Digital Design, Programming and Web Development Pathways.

Introduction to Culinary Arts (Y)
students learn the skills necessary to be successful in the field of culinary arts (food preparation, terms and concepts). First course in the Culinary Arts Pathway.

Foundations of Engineering and Technology (Y)
provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems and processes of invention and innovation. The course includes individual, team and group activities. First course in the Engineering and Technology Pathway.

ECE I (Early Childhood Education) (Y)
addresses the major responsibilities for the care, guidance, and instruction of young children in an early childhood education setting. First course in the Early Childhood Education Pathway.

Introduction to Graphics & Design (Y)
students are introduced to using the Macintosh computer as a design tool. Computer hardware and system functions will be viewed in depth. Students will demonstrate proficiency with executing professional computer-designed layouts. First course in the Graphic Design Pathway.

Basic Agriculture Science and Technology (Y)
introduces major areas of scientific agricultural production and research. First course in the Plant Science/Horticulture Pathway.

Introduction to Law, Public Safety, Corrections, and Security (Y)
survey course designed to introduce students to a variety of agencies and professions in law enforcement, private security, corrections, fire, and emergency management services. First course in the Law Enforcement Services/Criminal Investigations Pathway.

AJROTC Leadership Education Training I-II (Y)
introduces students to the Army ROTC program, emphasizing leadership, citizenship, and a disciplined lifestyle. Students participate in academics, drill and ceremony, and physical fitness. Students will demonstrate the privilege of wearing the cadet uniform one day a week. Students with faddish hair styles or an unkempt appearance will not receive a uniform and may not participate as a cadet. Students have the opportunity to advance in the AJROTC promotion system based on individual merit, accomplishments, and participation. This course requires a medical fitness statement ensuring that cadets can participate in weekly fitness classes and tests. First courses in the AJROTC Pathway. Beginning with the Class of
2021, students who complete the AJROTC Pathway (levels I-III) can meet the requirements for Health and for Personal Fitness meeting the graduation requirements. (Pre-requisites: a current medical statement on file and credit earned in AJROTC Leadership I to enroll in AJROTC Leadership II)
Fine Arts Department

Department Chair: Mr. Michael Ross

Fine Arts Requirement for Graduation: Courses from the Fine Arts Department can be used to fulfill the 3 units required from either Technology, Fine Arts, Career/Tech, ROTC, or Foreign Language.

Fine Arts Course Offered at Campbell

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</tr>
<tr>
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<td>Studies</td>
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<tr>
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<td>Advanced Orchestra</td>
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9th Grade Course Offerings

Visual Arts: Comprehensive (Y)
introduces art history, criticism, aesthetic judgment and studio production to the beginning art student. Emphasizes the ability to understand and use the elements of art and principles of design through a variety of media processes both 2-D and 3-D. A chronological study of the history of art and criticism accompanies the studio experiences.

Visual Art: Drawing/Painting I (Y)
this course introduces drawing and painting techniques and a variety of drawing and painting media. Emphasizes development of drawing and painting skills and utilizes problem solving skills to achieve desired results. **(Pre-requisite: student must have earned high school credit in Visual Art: Comp Art in middle school)**

Visual Art: Ceramics/Sculpture I (Y)
introduces the characteristics of clay and design using various techniques of construction and surface treatments. Studio processes are emphasized and students are involved in firing and presenting their clay work. Critical analysis of historical and contemporary clay work is included. **(Pre-requisite: student must have earned credit in VisArt: Comp in middle school)**

Beginning Band I/II (Y) – (Students must register for both fall and spring semesters)
is a beginning band performance class that focuses on the basic fundamentals of tone production, music reading, and performance. **(Pre-requisite: students must have had one year of middle school band)**

Percussion Studies I and II (Y) - (Students must register for both fall and spring semesters)
is an intermediate percussion class focusing on rudimentary drumming, mallet, and timpani performance. **(Pre-requisite: students must have had one year of percussion in middle school band)**

Beginning Orchestra I/II (Y) – (Students must register for both fall and spring semesters)
is an beginning orchestra performance class that focuses on the basic fundamentals of production, music reading and performance. **(Pre-requisite: students must have had one year of middle school orchestra)**

Beginning Mixed Chorus I – II (Y) (Students must register for both fall and spring semesters)
is an entry level class for vocal majors and minors in the performing arts program. All students must complete a year in vocal concentration before advancing to an upper level vocal class. Students receive instruction in basic music theory, sight-reading, and piano. Students go to the piano lab once each week. **An audition is required.**

Drama: Fund of Drama I – II (Y)
are courses that develop advanced acting skills with a focus on character/scene study and monologue /scene work. Students will be introduced to audition and resume skills. These courses offer opportunities to utilize scene work and audition techniques through performance opportunities. **(Pre-requisite: Fundamentals of Drama I credit required for enrollment in Fundamentals of Drama II)**
Physical Education Department

Department Chair: Ms. Michelle Riley

Physical Education Requirement for Graduation: ½ unit of Health and ½ unit of Personal Fitness (grades 10-12)

Physical Education Courses Offered at Campbell

Personal Fitness

Body Sculpting

Team Sports

Lifetime Sports

Aerobic Dance

Weight Training

9th Grade Course Offerings 2017-2018

Introduction to Team Sports (Y) is designed to introduce students to three different team sports, with no one sport less than 4 weeks or longer than 8 weeks. Those from which the selection is made include the following: basketball, gym hockey, soccer, speedball, and flag football. Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.

Intermediate Team Sports (Y) provides an opportunity for the students to become more proficient in team sports by advancing their level of skill, strategy and officiating. (Pre-requisite: student must have earned credit in Introduction to Team Sports)

Introduction to Lifetime Sports (Y) is designed to introduce students to three different lifetime sports with no one sport less than 4 weeks and not more than 8 weeks. Those from which the selection is made include the following: archery, badminton, bowling, golf, handball, pickleball, racquetball, table tennis, tennis and wall ball. Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.

Intermediate Lifetime Sports (Y) is designed for students to refine existing skills and become more aware of the technical aspects of lifetime sports. (Pre-requisite: student must have earned credit in Introduction to Lifetime Sports)

Aerobic Dance (Y) – Females Only is designed to introduce students to a rhythmic program of activities, which promote the development of health related fitness. The course will provide a balance of instruction each week developing cardiovascular endurance, flexibility, and muscular strength and endurance. Activities may include rhythmic jogging, running, aerobic dance, slimnastics, stretching exercises, and creative movement exercises.

Intermediate Aerobic Dance (Y) offers continuation of activities covered in the Beginning Aerobics course. It includes the continuation of cardiovascular and muscular strength training and emphasizes diet and stress management. (Pre-requisite: student must have earned credit in Aerobic Dance)

Body Sculpting (Y) – Females Only is designed to redefine the shape of the body through specific exercises in order to attain desired body image through weight training, conditioning exercises and proper nutrition. This course offers students the knowledge and skills necessary to reach their physical goal and improve their appearance and self-concept without relying on the illegal use of steroids and other body building supplements and without engaging in risky behaviors such as fad diets, pills, etc.

Introduction to Weight Training (Y) is designed to introduce students to a weight-training program that will promote over-all body fitness. The student will be exposed to different types of weight equipment and methods of training with weights. The student will also gain knowledge of the different types of exercises, correct techniques of executing the various exercises, proper breathing, and the safety factors.

Advanced Weight Training (Y) is designed to build on the principles and concepts taught in Weight Training to promote over-all body fitness. (Pre-requisite: student must have earned credit in Weight Training)
Exceptional Student Services – Educational Support

Department Chair: Dr. Lisa Eaton

Services are provided through special education, in accordance to Individual Educational Plans (IEPs). Most courses required for graduation are offered with special education support.

**Exceptionalities Served:**
- Learning Disabilities (LD)
- Other Health Impaired (OHI)
- Emotional Behavior Disorder (EBD)
- Intellectual Impairment (MI, SID, PID)
- Orthopedically Impaired (OI)
- Autism
- Blind and Visually Impaired
- Speech and Language Impaired

**Consultative:** student progress is monitored by a special education teacher who serves as the case manager.

**Co-teaching:** core courses that are required for graduation are offered in a general educational setting with a content area teacher and a special education teacher or paraprofessional, working together to provide academic support and special education accommodations.

**Small Group:** based upon individual IEP needs, students are supported in selected courses.

### 9th Grade Educational Support Courses Offered

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study Skills</strong></td>
<td>The purpose of this course is to provide strategies, techniques and opportunities for practice to develop an awareness of how to learn by the acquisition and application of information. Pre-teaching and re-teaching of core academic material (English) is central to this course. Also, academic support is available within the study skills environment. This is a small group elective class that is IEP driven.</td>
</tr>
<tr>
<td><strong>Current Topics in Reading</strong></td>
<td>Direct instruction in reading using the Read 180 program. This is a small group elective class that is IEP driven.</td>
</tr>
<tr>
<td><strong>Co-taught 9th grade Core Classes</strong></td>
<td>Co-taught classes are sections of core classes that use the team teaching approach (general education teacher and special education teacher). The course content is the same with instructional adjustments in methodology and/or management for students with Individual Education Plans (IEPs) implemented.</td>
</tr>
<tr>
<td></td>
<td>• 9th Literature/Composition</td>
</tr>
<tr>
<td></td>
<td>• Foundations of Algebra/GSE Algebra I</td>
</tr>
<tr>
<td></td>
<td>• Environmental Science</td>
</tr>
</tbody>
</table>
Services are provided through ESOL to English Learners to ensure the student’s English language development and the academic success.

**Instructional Settings:**

- Core subjects sheltered offerings listed under each subject area.
- Consultative model for English Learners who have demonstrated English language mastery as determined by student’s performance on the ACCESS test.
I. Graduation Requirements

High School Courses Taken in Middle School: Upon completion of high school courses taken at the middle school level the final grade will be recorded on the high school transcript. High school credit earned in middle school will count toward graduation but grades for these courses will not be calculated into the student’s high school Grade Point Average (GPA).

<table>
<thead>
<tr>
<th>CAMPBELL HIGH SCHOOL STATUS REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: _________________________</td>
</tr>
<tr>
<td><em>Courses crossed out indicate completion and/or credit earned</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninth Literature</td>
</tr>
<tr>
<td>Literature II</td>
</tr>
<tr>
<td>American Literature or AP American Language</td>
</tr>
<tr>
<td>Literature IV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATH (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
</tr>
<tr>
<td>Geometry</td>
</tr>
<tr>
<td>Algebra II</td>
</tr>
<tr>
<td>4th Math</td>
</tr>
<tr>
<td>Acc Math I</td>
</tr>
<tr>
<td>Acc Math II</td>
</tr>
<tr>
<td>Acc Math III</td>
</tr>
<tr>
<td>3rd Math</td>
</tr>
<tr>
<td>4th Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Environmental Science or Chemistry or Earth Systems or AP/IB Science</td>
</tr>
<tr>
<td>Physical Science or Physics</td>
</tr>
<tr>
<td>4th Science</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL STUDIES (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History</td>
</tr>
<tr>
<td>U.S. History</td>
</tr>
<tr>
<td>American Government (.5)</td>
</tr>
<tr>
<td>Economics (.5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH &amp; PERSONAL FITNESS (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health (.5)</td>
</tr>
<tr>
<td>Personal Fitness (.5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATHWAY (3) - We recommend 3 in 1 area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chosen Pathway:</td>
</tr>
<tr>
<td>World Language I</td>
</tr>
<tr>
<td>World Language II</td>
</tr>
<tr>
<td>World Language III</td>
</tr>
<tr>
<td>Fine Arts I</td>
</tr>
<tr>
<td>Fine Arts II</td>
</tr>
<tr>
<td>Fine Arts III</td>
</tr>
<tr>
<td>Career/Tech I</td>
</tr>
<tr>
<td>Career/Tech II</td>
</tr>
<tr>
<td>Career/Tech III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective I</td>
</tr>
<tr>
<td>Elective II</td>
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<tr>
<td>Elective III</td>
</tr>
<tr>
<td>Elective IV</td>
</tr>
<tr>
<td>Total Required 23 Course Specific Units</td>
</tr>
<tr>
<td>Earned ____</td>
</tr>
<tr>
<td>Needed ____</td>
</tr>
</tbody>
</table>

Promotion Guidelines:

- 9th-10th: 5 Credits (1 Literature, 1 required Math, 1 Science)
- 10th-11th: 10 Credits (2 Literature, 2 required Math, 2 Science)
- 11th-12th: 16 credits and on track to graduate in current school year