



Sprayberry High School 2018-2019

Course Curriculum Guide

*Creating a Culture of Excellence in Academics,
Athletics, the Arts, and the Community*

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Dear Students and Parents:

The Course Curriculum Guide is provided as a means of assisting students and parents in planning students' high school courses of study. Consideration should be given to planning the entire four year program with specific outcomes in mind. Is the student planning on attending a two or four-year college? Is the student planning to enter the military or the work force upon graduation? The successful student will plan based on goals that he and his parents establish upon completion of high school. Therefore, students are encouraged to carefully select courses during the registration process. Sprayberry's counselors and teachers stand ready to assist them. Parents are encouraged to actively participate in the course selection process. Classes are scheduled based upon student requests. However, due to schedule conflicts and changes in course offerings, the staff cannot guarantee that students will be scheduled for all elective courses that they request. Therefore, it is very important that students list alternatives in case of class conflicts. Additionally, please be aware that the school builds a master schedule and employs teachers based on students' requests; therefore, schedule changes after the deadline will not be considered.

SHS Registration

To complete registration, SHS students will be pulled out of an elective to meet with counselors and make their selections. The Registration Timeline is as follows:

1. Rising seniors (current 11th graders): October
2. Rising juniors (current 10th graders): January – February
3. Rising sophomores (current 9th graders): February

*SHS students will have an initial Drop/Add Period in March through StudentVue. Help will be available during the drop/add week during all lunches in the English Lab. Students will receive a revised verification of course and elective requests in April. **There will be FINAL Drop/Add Period in mid-April through StudentVue. This will be the last time to make any changes to core or elective requests, including turning in waivers to change levels (Honors, AP, etc.).**

8th Grade Registration

For rising 9th graders, Sprayberry will provide registration materials to the feeder middle schools. Content teachers will recommend students for the appropriate level, and students will select their electives in February. Registration materials are due back to the middle schools and will be returned to SHS. **There will be no other chance to make changes after the March Registration deadline.**

Requests are honored based on availability, graduation requirements, and/or teacher allotments. The school counselor reserves the right to make changes as needed. Students are scheduled for the entire school year.

We look forward to working with you and your student to plan a successful educational experience.

Sara Griffin

Assistant Principal

GRADUATION REQUIREMENTS

SUBJECT AREA

English (4 units)

Math (4 units)

Science (4 units)

Social Studies (3 units)

Personal Fitness and Health (.5 unit each = 1 unit)

Fine Arts or Modern Language or Career Technology (3 units)

Electives (4 units)

23 Total Units Required

*There are specific courses required in each subject area listed above. Students must meet with their School Counselor to ensure graduation requirements are met.

PROMOTION GUIDELINES

10th Grade – 5 credits (must include one full unit each of English, Math, and Science)

11th Grade – 10 credits (must include two full units each of English, Math, and Science)

12th Grade – 16 credits

COLLEGE ADMISSIONS REQUIREMENTS

Usually, **college admissions requirements are far beyond the minimum requirements for high school graduation.** Students who plan to attend college should consult catalogs of colleges to assure that they are choosing the right courses. Colleges also look at the student's GPA and class rank as well as College Entrance Exam scores such as the SAT or ACT for admission.

DUAL ENROLLMENT

Students who wish to participate in Dual Enrollment or Move on When Ready (MOWR) must be accepted into the college before meeting with their counselor to schedule classes.

QUALITY POINTS

Quality points are awarded to Honors Courses (0.5) and Advanced Placement Courses (1.0). For Quality Points associated with Dual Enrollment Courses, please see Board Policy IDCH-R.

Core Courses & Core Electives

English Language Arts

All students MUST have FOUR credits of English for graduation including the following courses: 9th Literature and American Literature.

| Course Name | Course Description | Prerequisites | Grade |
|----------------------------------|---|--|-------|
| 9th LITERATURE | <p>Ninth Grade Lit/Comp Honors 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. It also emphasizes oral and written response to literature.</p> <p>Ninth Grade Lit/Comp is a college prep class which integrates composition, grammar, and literature. It covers the writing process; the development of vocabulary, speaking, listening, and researching skills will also be included.</p> <p>Ninth Grade Lit/Comp ESOL contains the same GPS standards as Ninth Grade Lit/Comp. Adaptations in presentation are made to accommodate the needs of ESOL students. (Teacher must be ESOL Certified/Endorsed.)</p> | Teacher Recommendation for Honors | 9 |
| WORLD LITERATURE | <p>World Lit/Comp Honors is an accelerated college prep course designed for the students who a serious interest in interpreting literature. Reference the course of World Lit/Comp below.</p> <p>World Lit/Comp is a college prep course which surveys the earliest literature of the world's cultures through the present day. This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students 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 students will read across the curriculum to develop academic and personal interests in different subjects.</p> | 1 Unit English Credit Teacher Recommendation for Honors | 10-12 |

| Course Name | Course Description | Prerequisites | Grade |
|----------------------------------|---|--|-------|
| AMERICAN LITERATURE | <p>American Lit/Comp Honors is an accelerated college prep course designed for the student who has an interest in interpreting literature. It covers a variety of literary genres and multicultural writers. It emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive and persuasive writing, and refining research skills. It covers grammar, mechanics and usage.</p> <p>American Lit/Comp is a college prep class which surveys American works & authors & will provide writing experiences related to the interpretation of literature. Grammar, vocabulary, listening, speaking, & research are included.</p> <p>American Lit/Comp (ESOL) contains the same GPS standards as regular American Lit/Comp. Adaptations in presentation are made to accommodate the needs of the ESOL students. (Teacher must be ESOL Certified/Endorsed.)</p> | 1-2 Unit(s) of English credit Teacher Recommendation for Honors | 10-12 |
| BRITISH LITERATURE | British Literature/Composition Y is a college prep course which surveys British works and authors and provides writing experiences related to the interpretations of literature. Grammar, vocabulary development, listening, speaking and research will also be included. | 2-3 Units of English credit Teacher Recommendation for Honors | 10-12 |
| MULTI-CULTURAL LITERATURE | Multicultural Lit/Comp Y is a course which focuses on world literature about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write expository, analytical, and response essays. A research component is critical. The students observe, listen, & respond to written and oral communication. | 1 unit English Credit Teacher Recommendation | 12 |
| AP LANGUAGE | Advanced Placement Language/Comp is a college level course that conforms to the College Board recommendations for the Advanced Placement Language and Composition Examination. Emphasizes critical thinking, reading, and writing through the study of expository, analytical, and argumentative essays. | 2 to 3 Units English Credit (including 1 unit in 9 th Lit/Com and 1 unit in American Lit) | 10-12 |
| AP LITERATURE | Advanced Placement Literature/Comp is a college-level course that focuses on the reading and analysis of literary works and the writing of critical essays. Each semester is designed as an accelerated and enriching experience in analytical and critical thinking. It also pre-supposes that a student is proficient in composition. | 2-3 units English Credit including 1 unit in Am Lit | 12 |
| YEARBOOK | Journalism/Annual I-IV are courses that explore journalistic writing through the analysis of yearbooks. It concentrates on the purpose, influence & structure, & language use. It also covers news gathering, ethics, copy writing, editing, & revising. The course includes layout, circulation, & production as minor aspects. | Teacher Recommendation | 10-12 |

| Course Name | Course Description | Prerequisites | Grade |
|--|--|--|-------|
| NEWSPAPER | Journalism/Newspaper I-IV This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copy writing, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing. | 1 Unit English Teacher Recommendation | 10-12 |
| ADVANCED COMPOSITION (CREATIVE WRITING) | Advanced Composition (Creative Writing) focuses on the writing process (planning, drafting, and revising). The students will focus on different writing genres and organizational structures: expository, persuasive, narrative, descriptive, comparison-contrast, exemplification, process analysis, classification, cause and effect, and definition. Advanced grammar skills will be a major component of this class. An emphasis on research is also required. | 1 – 2 Unit(s) English Teacher Recommendation | 9-12 |
| G. LITERATURE/ FILM STUDIES | G. Literature/Film Studies introduces the major forms of fiction and nonfiction through film studies: short story, folktale, drama, essay, biography, and novel. Emphasis is on evaluation of these forms through application of the elements of literature (e.g., plot, characterization, etc.). Delivers composition through an integrated language arts approach in response to literary and cinematographic analysis. Themes, content, and pacing are appropriate for gifted students. ½ unit course offered on an alternating yearly schedule. | Gifted Eligibility | 9-12 |
| CURRENT TOPICS IN READING I (READ 180) | Current Topics in Reading I (Read 180) provides fundamental skills development in all areas of English Language Arts using the Read 180 computer program and research model of instruction. | Teacher Recommendation Lexile Score Requirement | 9 |
| MYTHOLOGY | Mythology introduces the importance of myths and tales of classical mythology, focusing on a comparative study of plot, characters, themes, and figurative devices. The course emphasizes the following: critical and analytical skills, vocabulary development, a study of the influences of Greek, Roman, and Norse word origins on the English language, and composition. The study of the relationship between people and their societies is a major emphasis, along with the impact of mythology on the literary world. Writing exploration through media literacy and viewing will be a focus in this course. | Teacher Recommendation | 10-12 |

MATH COURSES

All students MUST have FOUR credits of Math for graduation including the following courses: Algebra 1, Geometry, and Algebra 2 or their equivalent.

| Course Name | Course Description | Prerequisites | Grade |
|---------------------------------|--|--|-------|
| FOUNDATIONS OF ALGEBRA | Foundations of Algebra 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 math courses. The course will emphasize algebra and numeracy in a variety of contexts including number sense, proportional & quantitative reasoning with functions, and solving equations and inequalities. | Meet criteria | 9 |
| ALGEBRA I | Algebra is the first course in a sequence of three required high school mathematics courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. | Teacher Recommendation | 9 |
| H ALGEBRA I | Honors Algebra I is the first course in a sequence of three required high school courses designed to ensure students are prepared to take higher-level mathematics courses during their high school tenure. The course represents a discrete study of algebra with correlated statistics applications | Teacher Recommendation | 9 |
| ACC ALGEBRA/GEOMETRY A | Accelerated Algebra/Geometry A is the first course in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school tenure. | Teacher Recommendation | 9 |
| GEOMETRY SUPPORT | Geometry Support is a course designed to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Geometry Support is an elective class that should be taught before Geometry. | Algebra Teacher Recommendation | 9-12 |
| GEOMETRY | Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. | Algebra | 9-12 |
| HONORS GEOMETRY | Honors Geometry is a course designed to ensure students are prepared to take higher-level mathematics courses during their high school tenure. | Algebra Teacher Recommendation | 9-12 |
| ACC GEOMETRY B/ALGEBRA 2 | Accelerated Geometry B/Algebra 2 is the second course in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school tenure. | Acc Algebra/Geometry A Teacher Recommendation | 9-12 |

| Course Name | Course Description | Prerequisites | Grade |
|--|--|--|-------|
| ALGEBRA 2 | Algebra 2 is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. | Geometry | 9-12 |
| HONORS ALGEBRA 2 | Honors Algebra 2 is a course designed to ensure students are prepared to take higher-level mathematics courses during their high school tenure. | Geometry Teacher Recommendation | 9-12 |
| PRECALCULUS | Precalculus is a fourth mathematics course option designed to prepare students for calculus and other college level mathematics courses. A grade requirement and teacher recommendation needed for placement. | Algebra 2 | 9-12 |
| ACC PRECALCULUS | Accelerated Precalculus is the third course in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school tenure, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics | Acc Geometry B/Algebra 2 Teacher Recommendation | 9-12 |
| ADVANCED MATH DECISION MAKING | Advanced Mathematical Decision Making is a fourth course option designed to follow the completion of Algebra II which offers further experiences with statistical information and summaries, methods of designing and conducting statistical studies, data modeling, basic financial decisions, and network models for making informed decisions. A grade requirement and teacher recommendation needed for placement. | Algebra 2 Teacher Recommendation | 9-12 |
| MATH OF INDUSTRY AND GOVERNMENT | Mathematics of Industry and Government is a fourth course option designed to follow the completion of Algebra II which focuses on the development of mathematical models that can be used to model, improve, predict, and optimize real-world systems. These mathematical models include both deterministic models such as mathematical programming, routing, or network flows, and probabilistic models such as queuing, and simulation. | Algebra 2 Teacher Recommendation | 11-12 |
| STATISTICAL REASONING | Statistical Reasoning provides students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question. | Algebra 2 Teacher Recommendation | 11-12 |
| HONORS CALCULUS | Honors Calculus is a fourth mathematics course option for students who have completed Pre-Calculus or Accelerated PreCalculus. The course includes problem solving, reasoning and estimation, functions, derivatives, application of the derivative, integrals, and application of the integral | PreCalculus Teacher Recommendation | 10-12 |

| Course Name | Course Description | Prerequisites | Grade |
|-----------------------|--|---|-------|
| AP CALCULUS AB | AP Calculus AB is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least one semester of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized throughout the course | PreCalculus Teacher Recommendation | 11-12 |
| AP CALCULUS BC | AP Calculus BC is a course in single-variable calculus that includes all the topics of Calculus AB (techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. It is equivalent to at least one year of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized throughout the course. | Accelerated PreCalculus Teacher Recommendation | 11-12 |
| AP STATISTICS | AP Statistics is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Probability is the tool used to anticipate future behavior of data associated with a given model. Statistical inference is the process used to make decisions stemming from observed. This course is designed for students who want to pursue studies or careers in the quantitative or scientific fields, or fields that rely on statistical analysis of pertinent data. | Algebra 2 Teacher Recommendation | 11-12 |
| AP CALCULUS AB | AP Calculus AB follows the College Board syllabus for the Advanced Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential calculus, and integral calculus. | Acc Precalculus Teacher Recommendation | 10-12 |
| AP CALCULUS BC | AP Calculus BC Includes all the concepts in AP Calculus AB as well as parametric, polar and vector functions, L'Hopital's rules, and Polynomial approximations and series including Taylor series, Maclaurin series, the series of constants, and the concept of a series. | AP Calculus AB | 10-12 |
| AP STATISTICS | AP Statistics Follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability, and statistical inference. | Acc Precalculus Teacher Recommendation | 10-12 |

SCIENCE COURSES

All students MUST have FOUR credits of Science for graduation including the following: Biology, Physics or Physical Science, Chemistry or Env Science

| Course Name | Course Description | Prerequisites | Grade |
|---------------------------------|---|---|-------|
| BIOLOGY | Honors level courses are accelerated courses designed for students interested in pursuing advanced sciences or careers in science, engineering, or medicine. Biology I is a recommended 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. ESL courses provide language support to provide accommodations/strategies. | Teacher Recommendation for Honors | 9-12 |
| AP BIOLOGY | AP Biology conforms to the College Board topics for the Advanced Placement Chemistry Examination. Covers biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy and systematics, Monera, Protista, fungi, plants, animals, and ecology. | 1 Unit Biology, 1 Unit Chemistry & Teacher Recommendation | 10-12 |
| HUMAN ANATOMY/PHYSIOLOGY | Honors level courses are accelerated courses designed for students interested in pursuing advanced sciences or careers in science, engineering, or medicine. Human Anatomy/Physiology is designed to give students an overview of the structures & functions of the systems of the human body. The course is ideal for students pursuing a career in medical fields or physical education. | 1 Unit Biology and Physics, or Chemistry | 11-12 |
| ENVIRONMENTAL SCIENCES | | | |
| ENV SCIENCE | Environmental Science is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles will assist the student in understanding the relationships between local, national, & global environmental issues. The intent is to help students become informed, involved, & care for one's self & the environment. | NONE | 9-12 |
| AP ENV SCIENCE | AP Environmental Science is scientific systematic examination of the interrelationships of the natural world, and the student will be able 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. | Biology, Chemistry, and Teacher Recommendation | 10-12 |
| ZOOLOGY | Zoology is a systematic study of the animal kingdom and their basic identification characteristics. Emphasis is placed on comparative anatomy and on the methods that each phyla uses to accomplish basic life processes. | 1 unit Biology | 10-12 |

CHEMISTRY COURSES

| Course Name | Course Description | Prerequisites | Grade |
|-------------------------|---|--|-------|
| CHEMISTRY | Honors courses are accelerated courses designed for students interested in pursuing advanced sciences or careers in science, engineering, or medicine. Chemistry I is a study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern day industry and economics. There is a strong conceptual component in its study, including both qualitative & quantitative laboratory work and mathematical analysis. | Algebra and Biology | 10-12 |
| AP CHEMISTRY | Advanced Placement Chemistry is designed to be the equivalent of a college introductory chemistry course usually taken by students who have an interest in biological sciences, physical sciences, or engineering. The Advanced Placement Chemistry course expands the knowledge and skills gained during the introductory high school chemistry course. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry. | Honors Chemistry I or Teacher Recommendation | 11-12 |
| FORENSIC SCIENCE | Forensic Science Students will learn the scientific protocols for analyzing a crime scene, how to use chemical & physical separation methods to isolate & identify materials, how to analyze biological evidence & the criminal use of tools, including firearm impressions, tool marks, arson, & explosive evidence. | Biology and Chemistry | 11-12 |
| ASTRONOMY | Astronomy is the study of the matter and energy beyond the earth's atmosphere and the relationship between the earth and matter & energy. Topics include the structure & origin of planets, planetesimals, stars, galaxies, dark matter, the edge of the universe, and the energy of the universe. | Teacher Recommendation | 11-12 |

PHYSICS COURSES

| | | | |
|---------------------|---|--|-------|
| PHYSICS | Physics I is a detailed study of energy and its relation to matter, beginning with mechanics and extending to nuclear, sound, & electromagnetic energies. Electromagnetic energies include optics and electricity and magnetism. Vector mathematics and Algebraic analysis are used extensively. This course will satisfy the graduation requirement of one (1) unit of a physical science or may be used as regular science credit. | Algebra and Biology | 10-12 |
| AP PHYSICS 1 | Advanced Placement Physics 1 is the equivalent to a first semester college course in algebra-based physics. The course covers Newtonian mechanics, work, energy, and power, mechanical waves and sound. | Biology, Chemistry, and Teacher Recommendation | 11-12 |
| AP PHYSICS 2 | Advanced Placement Physics 2 is the equivalent to a second semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. | AP Physics 1 | 11-12 |

SOCIAL STUDIES COURSES

All students MUST have THREE credits of Social Studies for graduation including: World History, US History, US Govt (.5 credit) & Economics (.5 credit).

| Course Name | Course Description | Prerequisites | Grade |
|----------------------------------|---|--|-------|
| AP U.S. GOVERNMENT | AP U.S. Government conforms to the College Board topics for AP American Government which is the study of local, state, & federal government functions. Focus areas include the development of the political system, federalism, political parties, & political theory. Also, the executive legislative & judicial branches will be studied. | Teacher Recommendation | 11-12 |
| AP COMPARATIVE GOVERNMENT | AP Comparative Government conforms to the College Board topics for the Advanced Placement Comparative Government and Politics Examination. The course covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and introduction to comparative politics. | Teacher Recommendation | 11-12 |
| AP MICRO-ECONOMICS | AP Microeconomics conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government. | U.S. History Teacher Recommendation | 12 |
| AP MACRO-ECONOMICS | AP Macroeconomics conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economic concepts, measurement and economic performance, national income and price determination and international economics and growth | AP Microeconomics | 12 |
| PRINCIPLES OF ECONOMICS | Honors level courses are accelerated courses designed for students interested in pursuing advanced careers in social studies. Principles of Economics is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary and fiscal policies, and international trade. | US History required Teacher Recommendation for Honors | 11-12 |
| AMERICAN GOVERNMENT | Honors level courses are accelerated courses designed for students interested in pursuing advanced careers in social studies. American Government is a study of the local, state, and federal governmental functions. Citizenship rights and responsibilities are emphasized. Focus areas include development of our political system, federalism, civil liberties, political parties, political theory and comparative government. | US History Teacher Recommendation for Honors | 11-12 |

| Course Name | Course Description | Prerequisites | Grade |
|---------------------------|---|---|-------|
| U.S. HISTORY | Honors level courses are accelerated courses designed for students interested in pursuing advanced social studies or careers in social studies. U. S. History is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America’s social, political, and economic involvement from colonization to its current position as a world leader. | 1 unit of Social Studies recommended Teacher Recommendation for Honors | 10-11 |
| AP U.S. HISTORY | AP U.S. History The course conforms to the College Board topics for advanced placement. The course covers United States history from the time of earliest settlements to the present. The course targets political and social aspects of history, but also includes diplomatic, economic and intellectual history. The course will involve extensive readings, independent study and frequent written analysis to prepare students for the AP examination. | Pre-AP Social Studies Recommended Teacher Recommendation | 11 |
| WORLD GEOGRAPHY | World Geography provides an overview of physical and cultural geography. Additionally, an awareness of similarities and differences in human needs and behaviors is developed. Areas of study are North and South America, Europe, Africa, Asia, and the Pacific Islands. | NONE | 9 |
| AP HUMAN GEOGRAPHY | AP Human Geography 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 the Advanced Placement Geography Curriculum. | Teacher Recommendation | 9-12 |
| WORLD HISTORY | Honors level courses are accelerated courses designed for students interested in pursuing advanced social studies or careers in social studies. Extensive reading and writing are required. World History is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the industrial revolution (5000 B.C. – 1800’s) and from the rise of nationalism to contemporary times (1800’s – present). | 1 unit of Social Studies recommended Teacher recommendation for Honors | 10-11 |
| AP WORLD HISTORY | AP World History The course conforms to the College Board topics for advanced placement. The purpose of the course is to develop greater understanding of the evolution of global processes and contacts, interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparison among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. | Pre-AP Social Studies Recommended Teacher Recommendation | 10 |

| Course Name | Course Description | Prerequisites | Grade |
|--------------------------------|---|---|-------|
| PSYCHOLOGY | Psychology gives a general overview of the principles and concepts of psychology, including learning theory, perception, intellectual, and social development, abnormal behavior, and interpersonal relationships. The purpose of this course is to provide students with a better understanding of the dynamics that shape our own behaviors as well as the behaviors of others. | 2 Units in Social Studies | 10-12 |
| SOCIOLOGY | Sociology is a study of human society and social behavior. The purpose of the course is to provide students with a basic understanding of how humanity is shaped largely by the groups to which people belong and by the social interaction that take place within those groups. Societal problems in the United States will also be discussed. | 1 Unit of Social Studies | 10-12 |
| CURRENT ISSUES | Current Issues provides an opportunity for in-depth examination of contemporary local, state, national and international issues. The purpose of this course is to assess, assimilate and analyze political and economic situations. Intense reading and detailed research are required. | None | 10-12 |
| AP PSYCHOLOGY | AP Psychology is a college level survey course with study in Learning Theory, Abnormal Behavior, and Social Psychology. Extensive reading, writing and statistical analysis is required by students. | Teacher Recommendation | 11-12 |
| AP ART HISTORY | Advanced Placement Art History explores the historical and cultural impact of art and architecture from prehistory to the modern era. The course requires an understanding of world history and focuses on 250 specific images and their historical context. | Honors or AP World History | 10-12 |
| US HISTORY THROUGH FILM | US History Through Film explores United States History through film. This course includes analysis and interpretation of events through both print and film. Writing is a significant component in this course. | None | 11-12 |
| LEADERSHIP | Leadership provides an opportunity for students to pursue a course of study that permits them to serve in a variety of leadership roles within the local school. Provides a framework for understanding the problem-solving process, taking opportunities to participate in meaningful activities that affect society in positive ways, utilizing conflict resolution skills, learning effective communication skills, adhering to ethical codes of practice, and exercising tolerance and advocacy of others' rights. Effectively combines social studies course content together with core social studies skills, giving students application and knowledge that will be invaluable for being viable and productive citizens | Must be accepted into the Social Studies Academy of Leadership, Law, and Public Service | 10-12 |

WORLD LANGUAGE ELECTIVES

STUDENTS ARE ENCOURAGED TO TAKE AT LEAST TWO HIGH SCHOOL FOREIGN LANGUAGE COURSES IN THE SAME LANGUAGE. IT IS STRONGLY RECOMMENDED THAT STUDENTS PLANNING TO ATTEND A 4 YEAR UNIVERSITY TAKE 3 OR MORE COURSES.

| Course Name | Course Description | Prerequisites | Grade |
|---------------------------|---|---------------|-------|
| French I | French I is an introduction to the language and culture of France and other French-speaking countries. The course will enable the student to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency. | French II | 9-12 |
| French II | French II is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the French-speaking world. | French I | 9-12 |
| French III Honors | French III Honors is designed to further develop the student's communication skills & cultural appreciation of the French-speaking world. The student will participate in a variety of oral & written activities. | French II | 9-12 |
| French IV Honors | French IV Honors is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the French-speaking world. | French III | 9-12 |
| French V Honors | French V Honors focuses on the development of fluent communication using authentic materials from French-speaking countries such as newspapers, magazines, and web sites. | French IV | 9-12 |
| French VI Honors | French VI Honors is designed to expand the student's conversational skills, to improve pronunciation and listening comprehension, and enable the student to read longer selections in authentic French. | French V | 9-12 |
| AP French Language | AP French Language is designed to prepare the student to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing. | French VI | 9-12 |
| Spanish I | Spanish I is an introduction to the language and culture of Spanish-speaking countries. The course will enable the student to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency. | None | 9-12 |
| Spanish II | Spanish II is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the Spanish-speaking world. | Spanish I | 9-12 |

| Course Name | Course Description | Prerequisites | Grade |
|---------------------------------------|---|--|-------|
| Spanish III Honors | Spanish III Honors is designed to further develop the student's communication skills and cultural appreciation of the Spanish-speaking world. The student will be able to participate in a variety of oral and written activities. | Spanish II | 9-12 |
| Spanish IV Honors | Spanish IV Honors is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the Spanish-speaking world. | Spanish III | 9-12 |
| Spanish V Honors | Spanish V Honors focuses on the development of fluent communication using authentic materials from Spanish-speaking countries such as newspapers, magazines, and web sites. | Spanish IV Honors | 9-12 |
| Spanish VI Honors | Spanish VI Honors is designed to expand the student's conversational skills, to improve their pronunciation and listening comprehension, and to enable them to read longer selections in authentic Spanish. | Spanish V Honors | 9-12 |
| Spanish VII Honors | Spanish VII Honors emphasizes Spanish achievements in cuisine, art, music, history, medicine, and technology. | Spanish VI Honors | 9-12 |
| Spanish VIII Honors | Spanish VIII Honors is designed to continue advanced topics in literature, art, history, language, culture, music, medicine, and technology. | Spanish VII Honors | 9-12 |
| AP Spanish Language | AP Spanish Language is designed to prepare the student to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing. | Spanish VIII Honors Teacher Recommendation for Native Speaker | 9-12 |
| Spanish for Native Speakers I | Spanish for Native Spanish Speakers, Level 1 is designed for the Spanish Heritage Speaker and will focus on advanced skills in reading, writing, listening, and speaking. Essay development and novel reading are integral to this course. | FL Department Recommendation | 9-12 |
| Spanish for Native Speakers II | Spanish for Native Spanish will focus on advanced skills in reading, writing, listening, & speaking. Essay development, novel reading, & a study of culture, literature, and history of the Spanish-speaking world are integral to this course. | Spanish for Native Spanish Speakers, Level 1 | 9-12 |
| Chinese I | Chinese I (Mandarin) is an introduction to the language and culture of China. The course will enable the student to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency. | None | 9-12 |
| Chinese II | Chinese II (Mandarin) is designed to further develop listening, speaking, reading & writing skills. The student will acquire an appreciation of the Chinese-speaking world. | Chinese I | 9-12 |
| Chinese III Honors | Chinese III (Mandarin) is designed to further develop a student's communication skills and cultural appreciation of the Chinese-speaking world. | Chinese II | 9-12 |
| Chinese IV Honors | Chinese IV (Mandarin) is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the Chinese-speaking world | Chinese III | 9-12 |

| Course Name | Course Description | Prerequisites | Grade |
|---|--|-------------------------------|-------|
| IEL I: Communication Skills | This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested proficiency level of the student is PL 1-2. This course is to be offered in conjunction with IEL I: Reading and Listening in the Content areas. | IEL Program placement per IWC | 9-12 |
| IEL I: Reading & Listening in the Content Area | This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics. The suggested proficiency level is PL 1-3. This course is to be offered in conjunction with IEL I: Communications Skills I | IEL Program placement per IWC | 9-12 |
| ESL Com Skills Science | This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3. | ESOL Program Placement | 9-12 |
| IEL II: Communication Skills II | This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested proficiency level of the student is PL 1-2. This course is to be paired with IEL II: Oral Communication in the Content Areas. | IEL Program placement per IWC | 9-12 |
| IEL II: Oral Communication in the Content Area | This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested proficiency level of the student is PL 1-3. This course is to be offered in conjunction with IEL II: Communications Skills II. | IEL Program placement per IWC | 9-12 |
| ESL Communication Skills Social Studies | This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3. | IEL Program placement per IWC | 9-12 |

| Course Name | Course Description | Prerequisites | Grade |
|--|--|------------------------|-------|
| Writing in the Content Area | This course focuses on writing across the standards of British language arts, science, mathematics, and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested proficiency level is PL 2-4. | ESOL Program Placement | 9-12 |
| ESOL Study Skills: GHSGT Prep | This course focuses on information and strategies that will help ELLs develop an understanding of the skills required to be successful on the Georgia High School Graduation Tests. | ESOL Program Placement | 9-12 |
| ESOL Communication Skills in Math | Supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in mathematics. The content addresses all five WIDA Standards. | ESOL Program Placement | 9-12 |
| ESOL Communication Skills in Social Studies | Supports and enhances literacy and listening skills necessary for success in the content area of social studies. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies. The content addresses all five WIDA Standards. | ESOL Program Placement | 9-12 |
| ESOL Communication Skills in Science | Supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the courses are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science. The content addresses all five WIDA Standards. | ESOL Program Placement | 9-12 |
| Academic Language of Science & Math | Focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and text in science and mathematics. Reading comprehension of texts, listening and comprehending lectures and speaking with correct scientific and mathematical terminology are integral to academic success in the mathematics and science content areas. The content addresses all five WIDA Standards | ESOL Program Placement | 9-12 |
| ESOL Writers Workshop | This course offers opportunities for students to explore different writing genres: narrative, descriptive, persuasive, and expository modes of discourse. The students will study different writers and their writing styles. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: fluency, style, diction, mechanics, grammar, imaginative expressions, and details. The course allows students to utilize the writing process to write independently to improve their writing. | ESOL Program Placement | 9-12 |

FINE ARTS ELECTIVE COURSES

MUSIC ELECTIVE COURSES

BAND

| Course Name | Course Description | Prerequisites | Grade |
|--|--|------------------------|-------|
| Beginning Band (Concert) | Beginning Band I-IV is a beginning band performance class that focuses on the basic fundamentals of tone production, music reading, and performance. | Teacher Recommendation | 9-12 |
| Intermediate Band (Symphonic I) | Intermediate Band I-IV is an intermediate band performance class for instrumentalists that have previous experience. Students can read music and have an understanding of individual and ensemble performance skills. | Teacher Recommendation | 9-12 |
| Advanced Band (Symphonic II) | Advanced Band I-IV is an advanced band performance class for instrumentalists that have solid training in performance fundamentals. Students will deepen their understanding of individual and ensemble performance skills through the performance of advanced literature | Teacher Recommendation | 9-12 |

CHORUS

| | | | |
|---|---|-----------------------------------|------|
| Beginning Women's Chorus I-IV | Beginning Women's Chorus I-IV provides opportunities for young women to develop performance skills 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. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. | None | 9-12 |
| Intermediate Women's Chorus I-IV | Intermediate Women's I-IV 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. | Teacher Recommendation & Audition | 9-12 |
| Advanced Women's Chorus I-IV | Advanced Women's Chorus I-IV 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. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. | Teacher Recommendation & Audition | 9-12 |

| Course Name | Course Description | Prerequisites | Grade |
|------------------------------------|---|---|-------|
| Mastery Women's Chorus I-IV | Mastery Women's Chorus I-V provided opportunities for mastery-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. | Teacher Recommendation & Audition | 9-12 |
| Men's Chorus I-IV | Men's Chorus I-IV provides opportunities for young men to develop performance skills in all-male chorus 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. | None for Beginning Teacher Recommendation & Audition | 9-12 |
| ORCHESTRA | | | |
| Beginning Orchestra I-IV | Beginning Orchestra I-IV is a beginning string instrument performance class that focuses on the basic fundamentals of tone production, music reading, and performance. | Teacher Recommendation | 9-12 |
| Intermediate Orchestra I-IV | Intermediate Orchestra I-IV is an intermediate string instrument performance class for instrumentalists that have previous experience. Students can read music and have an understanding of performance skills. | Teacher Recommendation | 9-12 |
| Advanced Orchestra I-IV | Advanced Orchestra I-IV is an advanced band performance class for instrumentalists that have solid training in performance fundamentals. Students will deepen their understanding of individual and ensemble performance skills through the performance of advanced literature. | Teacher Recommendation | 9-12 |
| AP Music Theory | AP Music Theory conforms to College Board topics for the Advanced Placement Music Theory Examination. This course will require students to read, notate, and compose music, as well as, develop skills in harmonization, | Teacher Recommendation | 10-12 |
| Beginning Music Technology | Beginning Music Technology is designed to familiarize students with the language of MIDI and the uses of computers in the music profession. The course will cover the basic skills in music notation, MIDI sequencing & recording, and electronic keyboards, music software and digital media. | Teacher Recommendation | 9-12 |
| Beginning Guitar | Beginning Guitar introduces basic guitar techniques. Covers performance production, analysis and theoretical studies, historical and cultural contributions, creative aspects of music and appreciation of music. | None | 9-12 |
| MUSIC APPRECIATION | Music Appreciation is a study of music literature and styles that is intended to raise awareness of music fundamentals and the role of music in our world. Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. | Teacher Recommendation | 10-12 |

VISUAL ARTS

| Course | Course Description | Prerequisite | Grade |
|----------------------------------|--|---|-------|
| Visual Arts Comprehensive | Visual Arts: Comprehensive introduces art history, criticism & studio production. It emphasizes the ability to understand & use the elements of art & principles of design through a variety of media processes. | None | |
| Ceramics and Pottery | Ceramics and Pottery I introduces the characteristics of clay & design using various techniques of construction & surface treatments. Studio processes are emphasized & students are involved in firing & presenting work. | VA Comprehensive | |
| Ceramics and Pottery II | Ceramics and Pottery II enhances skills learned in the level one course and provides additional opportunities for various clay techniques in hand building & wheel throwing. Evaluation & aesthetic judgment on student work is emphasized & personal expression in clay is encouraged. | VA Comprehensive Plus Ceramic/Pottery I | |
| Drawing and Painting I | Drawing & Painting I introduces drawing & painting techniques and a variety of drawing & painting media. Emphasizes development of drawing & painting skills and utilizes problem solving skills to achieve desired results. | VA Comprehensive | |
| Drawing and Painting II | Drawing & Painting II introduces advanced drawing and painting techniques and focuses on individual expression. Skills are used to achieve mastery of techniques and materials. Exhibition and presentation is included. | VA Comprehensive & Drawing and Painting | |
| AP Studio Art Drawing | Advanced Placement Studio/Drawing conforms to College Board topics for the AP Studio Art Drawing Portfolio Exam. Requires submission of original works & slides to be evaluated on quality, breadth & concentration of an idea or concept. This course provides college-level studio experiences. | VA Comprehensive & Drawing and Painting I Plus Teacher Recommendation | |

THEATRE ARTS

| | | | |
|--|--|--|-------|
| Theatre Arts Fundamentals I-IV | Theatre Arts/Fundamentals I-IV serves as prerequisite for other theatre courses. Develops performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study. | None | 9-12 |
| Theatre Arts/Acting I-IV | Theatre Arts/Acting I-IV introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, conviction and ideas; enhances self-confidence and self-awareness. | Theatre Arts Fundamentals | 9-12 |
| Theatre Arts/Advanced Drama I-IV | Theatre Arts/Advanced Drama I-IV introduces acting and theatre as art forms; covers methods to observe and understand human behavior and to create a character. Includes basic techniques of stage movement, physical expression, vocal technique, and specific patterns for better communication. | Fundamentals, Acting, and Teacher Recommendation | 10-12 |
| Theatre Arts/Technical Theatre I-IV | Theatre Arts/Technical Theatre I-IV introduces technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes. | Teacher Recommendation | 9-12 |

CAREER, TECHNICAL, AND AGRICULTURAL EDUCATION

| Course Name | Course Description | Prerequisites | Grade |
|---|---|--|----------------------------|
| <p align="center">Each pathway is listed in the order in which the courses must be taken. Students must take the prerequisites to continue the pathway. *Please note: Not all pathways will be offered; opportunities depend on student interest and teacher allotments.</p> | | | |
| <p align="center">Web & Digital Design Pathway</p> | | | |
| <p>Introduction to Digital Technology</p> | <p>Introduction to Digital Technology is the foundational course for the Programming Pathway. The course is designed for high school students to understand, communicate, and adapt to a digital world and its impacts. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks.</p> | <p align="center">None</p> | <p align="center">9-12</p> |
| <p>Digital Design</p> | <p>Digital Design will serve as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site.</p> | <p align="center">Introduction to Digital Technology</p> | <p align="center">9-12</p> |
| <p>Web Design</p> | <p>Web Design will equip students with the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site.</p> | <p align="center">Digital Design</p> | <p align="center">9-12</p> |

| Marketing and Management Pathway | | | |
|---------------------------------------|---|--------------------------------|-------|
| Course Name | Course Description | Prerequisites | Grade |
| Marketing Principles | 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. | None | 9-12 |
| Marketing and Entrepreneurship | Marketing and Entrepreneurship 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. | Marketing Principles | 9-12 |
| Marketing Management | Marketing Management builds on the principles and concepts taught in Marketing Principles. Students assume a managerial perspective in applying economic principles in marketing, analyzing operations 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. | Marketing and Entrepreneurship | 9-12 |

Healthcare Science Pathway

| Course Name | Course Description | Prerequisites | Grade |
|--|---|---|--------------|
| <p>Introduction to Healthcare Science</p> | <p>Introduction to Healthcare Science will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid.</p> | <p>None</p> | <p>9-12</p> |
| <p>Essentials of Healthcare</p> | <p>Essentials of Healthcare Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.</p> | <p>Introduction to Healthcare Science</p> | <p>9-12</p> |
| <p>Allied Health & Medicine</p> | <p>Allied Health & Medicine is a course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care.</p> | <p>Essentials of Healthcare</p> | <p>10-12</p> |

Culinary Arts Pathway

| Course Name | Course Description | Prerequisites | Grade |
|---|---|-------------------------------|--------------|
| <p>Introduction to Culinary Arts</p> | <p>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.</p> | <p>None</p> | <p>9-12</p> |
| <p>Culinary Arts I</p> | <p>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</p> | <p>Intro to Culinary Arts</p> | <p>9-12</p> |
| <p>Culinary Arts II</p> | <p>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.</p> | <p>Culinary Arts I</p> | <p>10-12</p> |

| Audio/Video Technology and Film Pathway | | | |
|--|--|-------------------------------------|--------------|
| Course Name | Course Description | Prerequisites | Grade |
| Audio Video Technology and Film | Audio Video Technology and Film Develop skills in basic theory, practice, and operations of a television studio, the portable camera, and videotape editing. Through problem-solving activities, projects, and discussions, knowledge of how video/film affects life and society will be demonstrated. | None | 9-12 |
| Audio Video Technology and Film II | Audio Video Technology and Film II Enhance level-one skills by providing more in-depth and specialized experiences in video and film equipment operation. | Audio Video Technology and Film I | 9-12 |
| Audio Video Technology and Film III | Audio Video Technology and Film III Enhances level-two skills and provides entry-level occupational skills. | Audio Video Technology and Film II | 10-12 |
| Broadcast Video Applications | Broadcast Video Applications is designed to assist students in mastering skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Enhances level-three skills and provides instruction in producing a broadcast production. Supplemental course in the Broadcast/Video Production Pathway | Audio Video Technology and Film III | 10-12 |
| Broadcast Video Production Lab | Broadcast/Video Production Lab is laboratory based and allows the student to further develop skills and competencies learned in earlier courses. Emphasis is on performing at an independent level of proficiency and refine building a digital portfolio of his/her work for college entrance or industry placement. | Broadcast Video Applications | 10-12 |
| Broadcast Video Research | Broadcast Video Research is an advanced course in broadcast producing and directing and is intended to provide great challenge and sense of accomplishment. The course is intended to prepare the student to thoroughly design and successfully execute a series of advanced broadcasting productions. This course stimulates the student to explore the potentials of the medium and to discover those materials, instruments, and techniques that are unique to the broadcasting medium. It will also prepare the students to become media researchers, artists, and professionals. In a sense, the emphasis is on the creative aspect of broadcasting communication. | Broadcast Video Production Lab | 10-12 |
| Broadcast Video Production Management | Broadcast/Video Production Management is designed to allow students to experience the workplace through management opportunities. Throughout the management course, the student will gain interpersonal skills, demonstrate work ethics, and work with various broadcasting processes related to the field of broadcast/video production. | Broadcast Video Research | 10-12 |

Electronics Pathway

| Course Name | Course Description | Prerequisites | Grade |
|--|--|---|-----------------------------|
| <p align="center">Foundations of Electronics</p> | <p>Foundations of Electronics is designed for students who are interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. Students will study and apply using project based learning activities the fundamentals of electricity and electronic systems including the theory and operation of how the basic components function, how a variety circuits are connected, and how to design these circuits.</p> | <p align="center">None</p> | <p align="center">9-12</p> |
| <p align="center">Advanced AC and DC Circuits</p> | <p>Advanced AC and DC Circuits is the second course in the electronics pathway. This course is designed for students interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. The course is designed around major individual and class projects that promote critical thinking, real world problem solving, and abstract reasoning that encourage the student to become an investigative lifelong learner.</p> | <p align="center">Foundations of Electronics</p> | <p align="center">9-12</p> |
| <p align="center">Digital Electronics</p> | <p>Digital Electronics is the third course in the engineering pathway 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.</p> | <p align="center">Advanced AC and DC Circuits</p> | <p align="center">10-12</p> |

| Graphics Communication Pathway | | | |
|--|---|-----------------------------------|-------|
| Course Name | Course Description | Prerequisites | Grade |
| Introduction to Graphics & Design | Introduction to Graphics and Design is the first in a series of courses that prepares the student for employment or entry into a postsecondary education program in the graphic communications career field. Topics to be covered include: Introduction to Graphic Communications Careers, Digital File Preparation, Press Operations, Measurement, Safety and First Aid, and Math for Printing. | None | 9-12 |
| Graphic Design & Production | Graphic Design and Production 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. | Introduction to Graphics & Design | |
| Advanced Graphic Output Processes | Advanced Graphic Output Processes students gain experience in successfully completing the output processes of various projects in an independent manner. | Graphic Design & Production | |

| Personal Care Services Cosmetology Pathway | | | |
|---|---|------------------------------|--------------|
| Course Name | Course Description | Prerequisites | Grade |
| Cosmetology Services Core I | This course introduces the fundamental theory and practices of the cosmetology profession. Emphasis will be placed on professional practices and safety. Topics include: state and local laws, rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty standards Act compliance, and various types of equipment. | None | 9-12 |
| Cosmetology Services Core II | This course is designed as an intermediate level course for the Cosmetology Pathway Program of Study. It presents intermediate skills and knowledge related to cosmetology and its scientific and mathematical corollaries. Clinical activities are included in this phase of study. Clinical for hairstyling include: shaping, pincurls, fingerwaves, roller placement, comb-outs. | Cosmetology Services Core I | 9-12 |
| Cosmetology Services Core III | This course is designed to introduce students to advanced scientific and artistic principles in lash and brow tint, hair color, permanent waves, and relaxers. The course will provide higher level skills that the students can transfer to post-secondary cosmetology schools by meeting articulation alignment with the technical college standards. This course is considered broad-based with high impact in the personal care service industry. | Cosmetology Services Core II | 10-12 |

JROTC Navy Pathway

| Course Name | Course Description | Prerequisites | Grade |
|---|---|---------------------|-------|
| NJROTC I/II (1st year courses) | <p>JROTC Naval Science I Cadet Field Manual: The purpose of this course is to combine all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership, and communications.</p> <p>JROTC Naval Science I Introduction to NJROTC: The purpose of this course is to help students understand the missions, goals, and opportunities available as members of the NJROTC program. This course introduces students to the basic principles of leadership, which will prepare them for leadership roles in school and upon graduation. Students will gain an understanding of our nation, our values, traditions, heritage, respect for our laws, as well as becoming involved, responsible citizens.</p> | None | 9-12 |
| NJROTC III/IV (2nd year courses) | <p>JROTC Naval Science II Maritime History: This course builds on the general introduction provided in Naval Science I, further developing the traits of citizenship & leadership in students, introduce cadets to the maritime history of the world & the U.S. from the American Revolution through the present. The material includes Bosnia, the demise of the Soviet Union, and the September 11, 2001 terrorists' attack upon the U.S.</p> <p>JROTC Naval Science II Nautical Science: The purpose of this course is to introduce the various nautical sciences through classroom work and some laboratory time. The development of core skills that students should master is integrated throughout the course and includes geography, oceanography, astronomy, physical science, meteorology, and weather.</p> | Naval ROTC II / III | 10-12 |
| NJROTC V/VI (3rd year courses) | <p>JROTC Naval Science III Naval Knowledge: Naval Knowledge furthers the foundation in citizenship and leadership established in Level I/II & expounds upon the virtues of U.S. citizenship with knowledge of uses for the world's waterways through the viewpoint of national power and international law.</p> <p>JROTC Naval Science III Naval Orientation and Skills: This course furthers the foundation in citizenship and leadership established in Level I & provides classroom & practical application in naval organization & ships.</p> | Naval ROTC III / IV | 11-12 |
| NJROTC VII/VIII (4th year courses) | <p>JROTC Naval Science IV Naval Leadership and Ethics: The course takes a more in-depth look at leadership and to learn how to maximize leadership abilities. This course will assist the student in adding the polish necessary to be an effective leader in the NJROTC unit, school, community, and in life.</p> <p>JROTC Naval Science IV Effective Communications: Course teaches the students the techniques of effective communication, which is one of the most important skills that a good leader must develop in order to be successful.</p> | Naval ROTC V / VI | 12 |

Health and Physical Education

| Course Name | Course Description | Prerequisites | Grade |
|---------------------------------|--|--------------------------------|-------|
| Health | Health provides a direct and factual approach to health education that is practical, personal, and positive Health topics include safety, drug education, nutrition, personal health, growth and development building self-esteem and relationship skills. By acquiring the knowledge, attitudes, and skills necessary to a healthful life, students learn to take responsibilities for their own health. | Required for Graduation | 9-12 |
| Personal Fitness | Personal Fitness is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course will emphasize successful strategies for maintaining good cardiovascular endurance, flexibility, muscular strength, muscular endurance and body composition. It will follow a conceptual approach dealing with the following topics: the nature of fitness, assessing individual fitness, developing and maintaining a life-long fitness program, and developing an appreciation for efficient movement by viewing it as both an art and a science. Fitness progress and assessments will be made utilizing POLAR Heart Rate Monitor technology to determine cardiovascular fitness levels and their relation to the individuals target heart rate zone. | Required for Graduation | 9-12 |
| Introductory Team Sports | Introductory Team Sports 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, flag football, ultimate Frisbee, team handball, softball, and volleyball. 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. | None | 9-12 |

| Course Name | Course Description | Prerequisites | Grade |
|---|--|---------------|-------|
| Intermediate Team Sports | Intermediate Team Sports provides an opportunity for the students to become more proficient in team sports by advancing their level of skill, strategy and officiating. | None | 9-12 |
| Advanced Team Sports | Advanced Team Sports provides an opportunity for the students to become more proficient in team sports by advancing their level of skill, strategy and officiating. | None | 9-12 |
| Introductory Lifetime Sports | Introductory Lifetime Sports is designed to introduce students to three different lifetime sports 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. | None | 9-12 |
| Intermediate Lifetime Sports | Intermediate Lifetime Sports is designed for students to refine existing skills and become more aware of the technical aspects of lifetime sports. | None | 9-12 |
| Advanced Lifetime Sports | Advanced Lifetime Sports is designed for students to refine existing skills and become more aware of the technical aspects of lifetime sports. | None | 9-12 |
| Introductory Recreational Games | Introductory Recreational Games introduces recreational games suitable for lifetime leisure activities; may include table tennis, shuffleboard, Frisbee, deck tennis, new games, horseshoes, darts, and croquet. Emphasizes the rules of each game and the skill necessary to play. | None | 9-12 |
| Intermediate Recreational Games | Intermediate Recreational Games enhances recreational games skills in table tennis, shuffleboard, Frisbee, deck tennis, new games, horseshoes, darts, and croquet. | None | 9-12 |
| Advanced Recreational Games | Advanced Recreational Games provides further development of skills and exploration into technical aspects of recreational games. | None | 9-12 |
| Exercise and Weight Control | Exercise and Weight Control is designed to provide safe, effective and physiologically sound ways to manage weight, alter metabolism and body composition. Information necessary to be a wise consumer of products and programs is included, as well as fitness concepts for the development of healthy lifetime habits. | None | 9-12 |
| Advanced Exercise and Weight Control | Advanced Exercise and Weight Control is designed to provide safe, effective and physiologically sound ways to manage weight, alter metabolism and body composition. Information necessary to be fit for life. | None | 9-12 |

| Course Name | Course Description | Prerequisites | Grade |
|---------------------------------------|---|---------------|-------|
| Physical Conditioning | Physical Conditioning provides opportunities for students to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits and assessment of personal fitness levels. | None | 9-12 |
| Advanced Physical Conditioning | Advanced Physical Conditioning provides opportunities for students to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits and assessment of personal fitness levels. | None | 9-12 |
| Body Sculpting | Body Sculpting 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. | None | 9-12 |
| Advanced Body Sculpting | Advanced Body Sculpting 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. | None | 9-12 |
| Weight Training | Weight Training 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 involved in spotting. | None | 9-12 |
| Advanced Weight Training | Advanced Weight Training 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 involved in spotting. | None | 9-12 |

| Miscellaneous Elective Offerings | | | |
|--|--|---|-------|
| Course Name | Course Description | Prerequisites | Grade |
| Mentorship | Enables students to serve as an administrative aide during one period of the daily schedule. Junior or Senior with 2.5 GPA cannot take the same semester as Minimum Day. | 2.5 GPA No Discipline Application Required *Juniors and Seniors Only | 11-12 |
| Internship I & II | Internship I & II is a course that enables students to participate in a mentor-supervised, on-the-job training experience for career awareness and exploration. Students select a specific career field or industry's entry-level job in which to participate. The Work-based Programs Teacher-Coordinator visits the job mentor to assess student performance and supervises the student in job skill development. The student maintains a weekly journal, records weekly hours on the job, and must complete program participation forms. Student may be placed in a paid or non-paid, mentor-supervised, on-the-job training experience. | On Track for Graduation Application *Juniors and Seniors Only | 11-12 |
| GradPoint | GradPoint is an on-line learning opportunity designed for students seeking to recover credit from courses they previously failed. GradPoint is a teacher facilitated, self-paced, mastery-based curriculum. | Course must have previously been taken and failed. | 9-12 |
| Cobb Virtual Academy Georgia Virtual School | Students complete a meaningful online learning experience that prepares them for the demands that they will encounter in higher education, the workplace, and in personal life-long learning. The online learning experience will require them to complete assignments, meet deadlines, learn appropriate online behavior, and effectively collaborate with others in an instructional setting. | Please meet with your counselor regarding these options. | 10-12 |