

# **Osborne High School**



**2019-2020 Freshman  
Registration Handbook  
(Class of 2023)**

## INTRODUCTION

Welcome to Osborne High School — Home of the Cardinals! We look forward to your arrival in August 2019. We know that you will continue working hard during the second semester of middle school to prepare yourself for the transition to high school. The following information will be helpful to you and your parents in making course selections for the 2019-2020 school year. Please read this handbook carefully.

Osborne High School is currently on a 4x4 Block schedule, which allows you to take eight classes each year. 4x4 means that you will take four classes during the first semester and four different classes during the second semester. During each semester, the four blocks of instruction will be about 90 minutes long. A typical high school schedule includes two core and two elective classes each semester; however, depending on the courses selected, some schedules may have 3 core during a semester (see sample schedules on page 7).

All 9<sup>th</sup> grade students are automatically enrolled in a combined Health & Personal Fitness course that is completed during one semester. Health and Personal Fitness are required for graduation. Students who complete 3 units of JROTC receive credit for Health & Personal Fitness and do NOT have to take the Health & Personal Fitness class.

During registration, your 8<sup>th</sup> grade teachers will recommend your core classes based upon performance criteria and your academic achievement. You, with your parents' assistance, will select your elective courses. It is important for you to consider which college and/or career pathway you will complete in high school and choose courses in which you are interested. If you have questions about registration or course selection, then you and your parent(s) should attend our **8<sup>th</sup> Grade Parent Night**. Your 8<sup>th</sup> grade counselor can also answer registration questions.

Osborne High School  
2451 Favor Rd.  
Marietta, GA 30060  
(770) 437-5900

### Administration

Principal..... Joshua Morreale  
Specialized Services Administrator ..... Andrea Battaglia  
Assistant Principal/Athletic Director ..... Sheldon Bulluck  
Assistant Principal .....Jennifer Glendenning  
Assistant Principal ..... Brandon Mann  
School Leadership Intern..... Heidi McCravy  
Assistant Principal .....Amy Perkins  
Assistant Principal ..... Amanda Pittman  
Assistant Principal ..... Bryan Rathke  
Assistant Principal .....Angelo Washington

### School Counseling Office (based on student last name)

A – Gt ..... Kismet Little  
Gu – O .....(Dept. Chair) Gregory Moncrief  
P – W ..... Mary Cousins  
X – Z (ESOL) ..... Maureen Foley  
Registrar ..... Joany Bass

### Department Chairs

English..... Randy Brooks  
Mathematics ..... Andrea Hopkins-Taylor  
Science..... Erika Porter  
Social Studies..... Annette Hansard  
World Languages ..... Antoinette McGarey  
Fine Arts ..... Robert Figueroa  
Career Tech..... Michael Devault  
Health/PE ..... Vincent Thomas  
ESOL..... Oksana Tsymbalov  
Special Education..... Jan Moore & Myra West-Allen

## Important Dates

Date	Time	Event	Location
February		Middle School Registration	
End of April		Registration Verification forms (includes all course requests)	Mailed to all 8 <sup>th</sup> grade parents
End of April – May 10	Registration Verification Drop/Add/Waiver Forms		Drop off at Osborne
May 10		LAST DAY FOR COURSE CHANGES & WAIVERS!	
(TBA)		Freshman Bridge Program	Osborne High School

## Helpful Websites

### Osborne High School

- Homepage: <http://www.cobbk12.org/Osborne/>
- Counseling: <http://osbornecounseling.wixsite.com/counseling>
- Use other drop-down menus to access and explore our website

### NCAA Clearinghouse

- Eligibility Center: <http://www.ncaa.org/student-athletes/future/eligibility-center>
- NCAA FAQ: <http://www.ncaa.org/student-athletes/future/student-athlete-faq-search>

### GA HOPE Scholarship & Programs

- HOPE Programs: <https://gsfc.georgia.gov/hope>
- GAFutures.org (formerly GAcollge411): <https://www.gafutures.org/>
- Courses with rigor: [http://apps.gsfc.org/main/publishing/pdf/2012/Course\\_List.pdf](http://apps.gsfc.org/main/publishing/pdf/2012/Course_List.pdf)

## **Making the Transition from Middle School to High School**

An important part of your freshman year is learning the culture, traditions, and expectations of Osborne High School. High school is very different from middle school. You will have greater freedom in high school as well as greater responsibility (for example, you'll get to sit wherever you want at lunch and talk to your friends as you move from class to class). Your most important responsibility as a high school student is earning good grades. In order to be successful, you must complete all assignments (homework, projects, etc.) when they are due. You must actively participate in class, asking questions if something is unclear. And you must be a responsible learner, advocating for yourself by asking your teacher for extra help if you begin to fall behind.

## **The Academic Program: Credits, Promotion, and GPA**

Our 4x4 block schedule enables you to take eight courses each academic year. Course credit is earned in Carnegie units by earning a minimum grade of 70 in the course. Each earned unit of credit counts toward the total needed for graduation. **In order to be promoted to the 10<sup>th</sup> grade, you must earn credit in math, science, and English and earn at least 5 total units.** If you fail 9<sup>th</sup> grade math, science, or English, then you will be retained in 9<sup>th</sup> grade, and you will have to retake the course that you failed. Be a responsible learner and get help before you fall behind! **Every** course you take (whether you pass or fail the course) is used to calculate your Grade Point Average (GPA). Performing well in a class affects your GPA positively, while performing poorly in a class affects your GPA negatively. It is important for you to know that 9<sup>th</sup> grade is not a "practice year" when it comes to grades. In other words, your freshman grades count just as much as the grades you earn as a junior or senior, and college admissions' officers will see all of your grades. All high school grades are used to calculate your Cumulative GPA, and all academic courses count toward eligibility for the HOPE Scholarship program.

## **Athletic Eligibility**

In the fall semester, all first year freshmen are eligible to participate in all sports. However, in order to maintain athletic eligibility for the spring semester sports, students must pass 3 out of 4 courses in the fall.

## **Future Plans**

It is Osborne's hope that our students become life-long learners with the knowledge, skills, and values necessary to compete successfully as honorable and productive citizens in a global society. We expect our students to continue their education after high school graduation and throughout adulthood. Post-secondary education for some students might be a traditional four-year college or university, a two-year (community) college, a technical college or institute, or a vocational program. Other students may choose to join the United States Armed Forces or enter the workforce after high school. As you begin your high school career, please keep your post-secondary plans in mind. Students can graduate by meeting the minimum *state* requirements; however, many colleges have admissions criteria that exceed these minimum requirements. NCAA Clearinghouse has its own requirements for athletes. It is your responsibility to become familiar with the requirements and criteria of whatever post-secondary option you choose. **Do your homework early!** Requirements can differ from college to college and between programs of study. Requirements may also change from year to year. The best place to find college admissions' information is directly from the college's website, and it's never too early to begin looking. Another great resource for college and career planning is [www.gafutures.org](http://www.gafutures.org), and our professional school counselors are always here to assist with any post-secondary plans.

**High School Graduation Requirements (for students entering the 9<sup>th</sup> grade for the first time in 2012-2013 and subsequent years)** The State Board of Education offers one common set of requirements for all students to earn a regular diploma. In order to receive a diploma, students must satisfy these requirements.

Subjects	Georgia High School Diploma
English	<b>4 Units Including:</b> 1 Unit 9 <sup>th</sup> Grade Literature/Composition 1 Unit American Literature/Composition 2 additional English units
Mathematics	<b>4 Units Including:</b> GSE Algebra 1 GSE Geometry GSE Algebra 2 1 additional math unit
Science	<b>4 Units Including:</b> 1 Unit Biology 1 Unit Chemistry or Earth Systems or Environmental Science 1 Unit Physics or Physical Science 1 additional science unit
Social Studies	<b>3 Units including:</b> 1 Unit World History 1 Unit United States History ½ Unit American Government/Civics ½ Unit Economics
CTAE Foreign Language Fine Arts	<b>3 Units from any of these areas</b> Though there is no foreign language requirement for the Georgia High School diploma, students planning to enroll in <b>ANY</b> post-secondary institution are strongly encouraged to earn two units of credit in the same modern language/Latin.  <b>NOTE:</b> Students planning to enter or transfer into a University System of Georgia institution <b>MUST</b> take two units of the same modern language/Latin.  All students are encouraged to complete a college and/or career pathway by earning 3 units of credit in a coherent series of courses leading to college readiness and/or a career readiness certificate endorsed by related industries. Students may choose from any of the CTAE pathways, a fine arts pathway, a world language pathway, or an advanced academic pathway. See your professional school counselor for specific pathway courses.
Health and Physical Education	<b>1 Unit Including:</b> ½ Unit Health ½ Unit Personal Fitness  <b>NOTE:</b> Students who earn 3 units in JROTC will have met the health & personal fitness requirement.
Electives	<b>4 Units</b>
TOTAL UNITS MINIMUM	23 Units

\*Unit credit may be awarded for courses offered in the middle grades that meet 9-12 GPS or GSE requirements.

\*No course credit may be awarded for courses in which instruction is based on the GPS for grades K-8.

\*Completion of diploma requirements does not necessarily qualify students for the HOPE Scholarship Program.

## REGISTRATION DIRECTIONS

Your eighth grade teachers will evaluate your achievement level, work habits, and current grades to recommend the **academic core** classes for which you should be registered. Scores on the GA Milestone EOG assessments and placement tests may also be used to determine correct course placement.

YOU must select your **elective** courses and alternates. Since all ninth grade students are required to take Health and Personal Fitness (BPE) as their first elective, you will need to select three more electives and two alternate electives. Follow the steps listed below to complete the registration process:

1. Read this registration handbook completely including course descriptions. This information will provide you with descriptions of the academic core courses and help you make good elective choices. Review and discuss elective choices with your parents.
  - Core courses are listed as a reference only and are marked with **TR** (*Teacher Recommendation*). Your teachers will choose these courses.
  - Students who enroll in “Combo Courses” (band, chorus, and orchestra) must use **TWO ELECTIVES** for these courses and record both course numbers on their registration worksheet.
  - Foreign language courses are elective courses; teachers do NOT recommend these courses. You must use one of your electives to select a foreign language.
2. Select **three (3)** elective courses and **two (2)** alternates from the elective courses listed in the course section of this handbook. Using the Osborne Elective Course Registration Worksheet (the **orange page** at the end of this registration handbook), record the course title and course number for each elective and alternate in the spaces provided. Sign the worksheet at the bottom in the space provided.
  - Parents should review these courses and sign the completed registration worksheet at the bottom in the space provided.
3. Return the completed and **signed** registration worksheet to your teacher. Your teacher will check your elective and alternate course selections and attach the worksheet to the Official Registration Form that contains your academic core classes for which you have been recommended. Then the course requests will be input into the scheduling database.

**\*Students who do not return the orange Elective Course Registration Worksheet will forfeit their opportunity to select their own electives.**

4. **WAIVER PROCEDURES:** We will mail a Registration Verification form by the end of April showing all of the courses (both academic core and electives) for which you are registered. If any of the courses listed on the form are incorrect or you disagree with a course recommendation, then follow the directions on the form to change the course(s). \*\*\*By changing the recommended course, you assume responsibility for the placement and accept the level of rigor that the new course presents. Once a course change has been fulfilled, it will not be reversed.

## Sample student schedules: 4x4 block

**Sample 4x4 Block Schedule: Core & Elective courses** – This is a typical schedule that includes the 4 core classes, health & personal fitness (BPE), and 3 additional electives.

<u>Fall Semester</u>	<u>Spring Semester:</u>
1 <sup>st</sup> Block: 9 <sup>th</sup> Lit/Composition	GSE Algebra 1
2 <sup>nd</sup> Block: Health/BPE ( <b>elective 1-required</b> )	Visual Art: Comprehensive ( <b>elective 3</b> )
3 <sup>rd</sup> Block: Intro Business & Tech ( <b>elective 2</b> )	General PE ( <b>elective 4</b> )
4 <sup>th</sup> Block: Environmental Science	World Geography

**Sample 4x4 Block Schedule: Band, Chorus, or Orchestra**– Students who enroll in performing arts classes must enter **both course numbers** on their registration form.

<u>Fall Semester</u>	<u>Spring Semester:</u>
<b>1<sup>st</sup> Block:</b> Band 1 ( <b>elective 2</b> )	Band 2 ( <b>elective 3</b> )
2 <sup>nd</sup> Block: French I ( <b>elective 4</b> )	Hrs Biology
3 <sup>rd</sup> Block: Hrs Geometry	Health/BPE ( <b>elective 1-required</b> )
4 <sup>th</sup> Block: Honors 9 <sup>th</sup> Lit/Comp	World Geography
(Performing arts classes are taken both semesters on a block schedule)	

**Sample 4x4 Block Schedule: Foundations of Algebra** – Students needing additional support for Algebra 1 will be recommended for Foundations of Algebra before entering Algebra 1.

<u>Fall Semester</u>	<u>Spring Semester:</u>
1 <sup>st</sup> Block: World Geography	Spanish I ( <b>elective 3</b> )
2 <sup>nd</sup> Block: Foundations of Algebra ( <b>elective 2</b> )	Algebra 1
3 <sup>rd</sup> Block: Health/BPE ( <b>elective 1-required</b> )	9 <sup>th</sup> Lit/Composition
4 <sup>th</sup> Block: Environmental Science	Intro to Graphics & Design ( <b>elective 4</b> )
(Students take Foundations of Algebra during semester 1 and Algebra 1 during semester 2)	

**Sample 4x4 Block Schedule: Communication Skills**– Students that need additional support for 9<sup>th</sup> Lit/Composition will be recommended for Communication Skills

<u>Fall Semester</u>	<u>Spring Semester:</u>
1 <sup>st</sup> Block: GSE Algebra 1	Fundamentals of Drama I ( <b>elective 4</b> )
2 <sup>nd</sup> Block: Intro Graphics & Design ( <b>elective 2</b> )	Environmental Science
<b>3<sup>rd</sup> Block:</b> Communications Skills ( <b>elective 2</b> )	9 <sup>th</sup> Lit/Composition
4 <sup>th</sup> Block: World Geography	Health/BPE 1 ( <b>elective 1 - required</b> )
(Students take Communication Skills during semester 1 and 9 <sup>th</sup> Lit/Composition during Semester 2)	

**Sample 4x4 Block Schedule: AP Human Geography**– Students recommended for this course will use one elective for Honors World Geography

<u>Fall Semester</u>	<u>Spring Semester:</u>
1 <sup>st</sup> Block: Accel GSE Algebra 1/Geo A	Fundamentals of Drama I ( <b>elective 4</b> )
2 <sup>nd</sup> Block: Hrs Biology	Health/BPE 1 ( <b>elective 1- required</b> )
<b>3<sup>rd</sup> Block:</b> Communications Skills ( <b>elective 2</b> )	9 <sup>th</sup> Lit/Composition
4 <sup>th</sup> Block: Hrs World Geography ( <b>elective 3</b> )	AP Human Geography
(Students take Hrs World Geography during semester 1 and AP Human Geography during Semester 2)	





# OVERVIEW OF 3DE @ OSBORNE HIGH SCHOOL

## WHAT IS 3DE AT OSBORNE HIGH SCHOOL?

3DE is a four-year school-within-a-school partnership between Osborne High School and Junior Achievement that creates an interdisciplinary environment in which students learn through the lens of real-world career application. It's education for every dimension of life.

3DE connects the real world to the classroom, creating a dynamic and engaging learning environment. Students take core classes (math, science, social studies, and language arts) and one business elective each semester within 3DE. Students tackle real challenges Junior Achievement's partner companies are facing and apply what they learn in all their courses to develop solutions. Students also explore career and higher education opportunities by participating in company and college site visits. Along the way, they develop skills that employers value, such as teamwork, communication, and critical thinking.

Upperclassmen take the real-world learning a step further. In their junior year, students start their own pop-up businesses. Senior year, students participate in a capstone experience, doing a deep-dive to tackle a challenge by working as consultants to Atlanta area companies. This is an unparalleled opportunity for students to explore careers and industries, establish professional networks, and build resumes.

In 3DE, your student will explore a wide range on career pathways and industries. 3DE graduates are prepared with the knowledge, skills, and experiences they need to make informed next steps after high school and be successful in their careers.

### WILL BEING IN 3DE CHANGE MY CHILD'S ENROLLMENT AT OSBORNE?

Your child will still be enrolled at Osborne High School. He or she can still participate in sports, clubs, performing arts, and other extracurricular activities offered at Osborne High School. The opportunities 3DE provides are offered at no cost to students and their families.

### WHAT CAREER PATHWAYS WILL STUDENTS COMPLETE?

Upon completion of their four years of high school at 3DE, students will have the ability to complete the following Career Pathways:

- Business and Technology
- Financial Services
- Entrepreneurship

### WHAT ARE THE REQUIREMENTS TO BE IN 3DE?

3DE has an open enrollment policy for students who pass the 8<sup>th</sup> grade, but we do have elevated expectations that our students will do their best and adhere to school rules.

### SAMPLE COURSE OF STUDY\*

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Math</b>	Algebra I	Geometry	Algebra II	Pre-Calculus
<b>English Language Arts</b>	Literature & Composition	World Literature & Composition	American Literature & Composition	English Literature & Composition
<b>Science</b>	Environmental Science	Biology	Physics	Fourth Science of Student's Choosing
<b>Social Studies</b>	Student's Choice	World History	US History	Economics/ Government
<b>Business Elective 1</b>	Intro to Business Technology & Business Technology	Banking, Investing, & Insurance	Entrepreneurship 2 & Legal Environment of Business	Signature Capstone Experience
<b>Business Elective 2</b>	Financial Literacy	Entrepreneurship 1 & Business Communications	Principles of Accounting	(Work-based learning, senior consultancy, dual enrollment, etc.)
<b>Choice Electives &amp; Other Courses (2 each year)</b>	Band, chorus, world language, visual arts, health & personal fitness, JROTC, team sports, etc.			

*\*Please note that actual courses may vary based on students' academic needs*

To learn more about 3DE, visit [3DEschools.org](http://3DEschools.org) or contact Ms. Stoll at [Rebecca.stoll@cobbk12.org](mailto:Rebecca.stoll@cobbk12.org)



# 3DE @ OHS 2019/2020 Enrollment Form

**Student's Name:**

\_\_\_\_\_ *Last* \_\_\_\_\_ *First* \_\_\_\_\_ *M.I.*

**Current School:**

\_\_\_\_\_

**Gender:**

\_\_\_ Male  
\_\_\_ Female

**Home Address:**

\_\_\_\_\_

Street City State Code Zip

**Home Phone:**

\_\_\_\_\_

**Student Cell:**

\_\_\_\_\_

**Parent/Guardian Name:**

\_\_\_\_\_ *Last* \_\_\_\_\_ *First*

**Parent/Guardian Email:**

\_\_\_\_\_

**Parent Cell:**

\_\_\_\_\_

**STUDENT STATEMENT OF UNDERSTANDING:** My signature confirms my desire to be enrolled in 3DE (at Osborne High School. I understand 3DE is a school-within-a school, designed around a set cohort of students and dedicated teachers. I further understand enrollment in 3DE includes participation in predetermined coursework and electives, which may have scheduling and enrollment implications. I understand I must submit the required student enrollment document before official enrollment; and it is the responsibility of the student/parent to submit these files to the appropriate contact, which is listed on the second page of the enrollment form.

\_\_\_\_\_

**Student Signature**

**Date**

**PARENT/GUARDIAN STATEMENT OF UNDERSTANDING:** My signature confirms my desire for my child to be enrolled in 3DE at Osborne High School. I understand 3DE is a school-within-a school, designed around a set cohort of students and dedicated teachers. I further understand enrollment in 3DE includes student participation in predetermined coursework and electives, which may have scheduling and enrollment implications. I understand I must submit the required student enrollment document before official enrollment; and it is the responsibility of the student/ parent to submit these files to the appropriate contact, which is listed below.

\_\_\_\_\_

**Parent/Guardian Signature**

**Date**

Please return the completed form to Rebecca Stoll, Director, 3DE at Osborne High School. For questions, please email [rebecca.stoll@3deschools.org](mailto:rebecca.stoll@3deschools.org)



# Forma Para 3DE @ OHS 2019/2020

**Nombre del estudiante:**

\_\_\_\_\_

*Apellido*

*Nombre*

*Segundo nombre*

**Escuela:**

\_\_\_\_\_

**Género:** \_\_ Masculino

\_\_ Femenino

**Dirección:**

-  
\_\_\_\_\_

Calle

Ciudad

Estado

Código Postal

**Número de teléfono:**

\_\_\_\_\_

**Celular de alumno:**

\_\_\_\_\_

**Nombre del Padre/Tutor:**

\_\_\_\_\_

*Apellido*

*Nombre*

**Correo electrónico del Padre/Tutor:**

\_\_\_\_\_

**Celular:** \_\_\_\_\_

**DECLARACIÓN DE ENTENDIMIENTO DEL ESTUDIANTE:** Mi firma confirma mi deseo de inscribirme en la 3DE en Osborne High School. Entiendo que la 3DE es una escuela dentro de una escuela, diseñada en torno a una sección de estudiantes y maestros. Además, entiendo que la inscripción en la 3DE incluye la participación en cursos predeterminados y clases optativas, que pueden tener implicaciones de programación e inscripción. Entiendo que debo enviar el documento de inscripción de estudiante requerido antes de la inscripción oficial; y es la responsabilidad del estudiante / padre enviar estos archivos al contacto apropiado, el cual se encuentra en la segunda página del formulario de inscripción.

\_\_\_\_\_  
**Firma del Estudiante**

\_\_\_\_\_  
**Fecha**

**DECLARACIÓN DE ENTENDIMIENTO DE PADRE / TUTOR:** Mi firma confirma mi deseo de que mi hijo se inscriba en la 3DE en la Escuela Preparatoria Osborne. Entiendo que la 3DE es una escuela dentro de una escuela, diseñada en torno a una sección de estudiantes y maestros. También entiendo que la inscripción en la 3DE incluye la participación de los estudiantes en cursos predeterminados y materias optativas, que pueden tener implicaciones de programación e inscripción. Entiendo que debo enviar el documento de inscripción de estudiante requerido antes de la inscripción oficial; y es la responsabilidad del estudiante / padre enviar estos archivos al contacto apropiado, el cual se encuentra en la segunda página del formulario de inscripción.

\_\_\_\_\_  
**Firma del Padre/Tutor**

\_\_\_\_\_  
**Fecha**

**Por favor devuelva el formulario completo antes a Rebecca Stoll, directora de la 3DE a [Rebecca.stoll@3deschools.org](mailto:Rebecca.stoll@3deschools.org). Si tiene preguntas, envíe un correo electrónico a [lori.jackson@3deschools.org](mailto:lori.jackson@3deschools.org).**

## 2019-2020 Course Offerings for Incoming Freshmen

English:	Communication Skills 9 <sup>th</sup> Literature/Composition Honors 9 <sup>th</sup> Literature/Composition ESL Communication Skills ESL 9 <sup>th</sup> Literature/Composition
Mathematics:	Foundations of Algebra/GSE Algebra I GSE Algebra 1 GSE Honors Algebra I GSE Honors Geometry GSE Honors Algebra 2 GSE Accelerated Algebra I/Geometry A GSE Accelerated Geometry B/Algebra 2 ESL Foundations of Algebra/ESL Algebra I ESL Algebra I
Science:	Environmental Science Honors Biology
Social Studies:	World Geography Honors World Geography\AP Human Geography
<b><u>Electives:</u></b>	
World Languages:	French I Spanish I Native Speakers Spanish I
Fine Arts:	Band I/II Chorus I/II Orchestra I/II Fundamentals of Drama I Visual Arts: Comprehensive Drawing I Ceramics I
Career Technical:	Audio & Video Technology & Film I Basic Maintenance & Light Repair Foundations of Engineering Industry Fundamentals & Occupational Safety Introduction to Business & Technology Introduction to Graphics & Design Introduction to Law & Public Safety JROTC – Army I
Phys Education:	Health & Personal Fitness-BPE (Combined Course) Team Sports Weight Training (must be participating in a sport)

# English/Language Arts

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Communication Skills</b> Students receive reinforcement in the following strands: Reading Literary text, Reading Informational text, Writing, Language, and Speaking and Listening. The emphasis is to offer reading skills, vocabulary development, reading opportunities, writing process activities, and language study.</p>	2 3 . 1 8 1 0 0 1 1	<b>TR</b> and 9 <sup>th</sup> Grade Placement Chart	1.0
<p><b>ESL Communication Skills</b> Students receive reinforcement in the following strands: Reading Literary text, Reading Informational text, Writing, Language, and Speaking and Listening. The emphasis is to offer reading skills, vocabulary development, reading opportunities, writing process activities, and language study. Adaptations in presentation are made to accommodate ESOL students</p>	2 3 . 0 8 1 0 0 9 9	<b>TR</b> and 9 <sup>th</sup> Grade Placement Chart	1.0
<p><b>9<sup>th</sup> Grade Lit/Comp</b> 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>	2 3 . 0 6 1 0 0 1 1	<b>TR</b> and 9 <sup>th</sup> Grade Placement Chart	1.0 EOC
<p><b>Honors 9<sup>th</sup> Grade Lit/Comp</b> 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>	2 3 . 0 6 1 0 0 0 7	<b>TR</b> and 9 <sup>th</sup> Grade Placement Chart	1.0 EOC (earns 0.5 quality point)
<p><b>ESL 9<sup>th</sup> Grade Lit/Comp</b> 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. Adaptations in presentation are made to accommodate ESOL students.</p>	2 3 . 0 6 1 0 0 9 9	<b>TR</b> and 9 <sup>th</sup> Grade Placement Chart	1.0 EOC

# Mathematics

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Foundations of Algebra &amp; Algebra 1</b>            Foundations of Algebra is a first year high school mathematics course option aimed at students who have reported low standardized test performance in prior grades and/or have demonstrated significant difficulties in previous mathematics classes. This course 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. Students will take Foundations of Algebra during the 1<sup>st</sup> semester and Algebra 1 in the 2<sup>nd</sup> semester.</p>	<p>2 7 . 1 4 8 1 0 1 1</p> <p>2 7 . 1 9 9 0 0 2 3</p>	<p><b>TR</b> and            9<sup>th</sup> Grade            Placement            Chart</p>	<p>1.0</p> <p>1.0            EOC</p>
<p><b>ESL Foundations of Algebra &amp; Algebra 1</b>            Foundations of Algebra is a first year high school mathematics course option aimed at students who have reported low standardized test performance in prior grades and/or have demonstrated significant difficulties in previous mathematics classes. This course 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. Students will take Foundations of Algebra during the 1<sup>st</sup> semester and Algebra 1 in the 2<sup>nd</sup> semester. Adaptations in presentation are made to accommodate ESOL students</p>	<p>2 7 . 0 4 8 1 0 1 1</p> <p>2 7 . 0 9 9 0 0 0 9</p>	<p><b>TR</b> and            9<sup>th</sup> Grade            Placement            Chart</p>	<p>1.0</p> <p>1.0            EOC</p>
<p><b>GSE Algebra 1</b>            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. Students will gain a foundation in linear, quadratic, and exponential functions, and will gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, effect of function parameters, and describing data.</p>	<p>2 7 . 0 9 9 0 0 1 1</p>	<p><b>TR</b> and            9<sup>th</sup> Grade            Placement            Chart</p>	<p>1.0            EOC</p>
<p><b>GSE Honors Algebra 1</b>            contains all of the standards included in the on-level algebra course with a few additional standards and explores the concepts at a deeper level. This course is intended for students who complete AC Math 8 or who excel in Math 8.</p>	<p>2 7 . 0 9 9 0 0 0 3</p>	<p><b>TR</b> and            9<sup>th</sup> Grade            Placement            Chart</p>	<p>1.0            EOC</p>
<p><b>GSE ACC Algebra 1/Geometry A</b>            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, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics.</p>	<p>2 7 . 0 9 9 4 0 1 1</p>	<p><b>TR</b> and            9<sup>th</sup> Grade            Placement            Chart</p>	<p>1.0            EOC            (earns            0.5            quality            point)</p>

<p><b>GSE Honors Geometry</b> contains all of the standards included in the on-level geometry course with a few additional standards and explores the concepts at a deeper level. This course is intended for students who complete Algebra 1 in the 8<sup>th</sup> grade or who excel in Algebra 1 as a 9<sup>th</sup> grade student.</p>	2 7 . 0 9 9 1 0 0 3	GSE Algebra 1 and <b>TR</b>	1.0 EOC (earns 0.5 quality point)
<p><b>GSE Honors Algebra 2</b> is the third course in a sequence of honors courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career. This course contains all of the standards as the on-level course with a few additional standards and more depth of knowledge.</p>	2 7 . 0 9 9 2 0 0 3	GSE Geometry and <b>TR</b>	1.0 (earns 0.5 quality point)
<p><b>GSE Accelerated Geometry B/Algebra 2</b> consists of the second ½ of GSE Geometry and the entire GSE Algebra 2 course. This is the second in a sequence of three accelerated courses designed to enable students to take higher level mathematics courses during their high school career including Advanced Placement Calculus AB &amp; BC and Multivariable Calculus.</p>	2 7 . 0 9 9 5 0 0 3	GSE Accelerated Algebra 1/ Geom A and <b>TR</b>	1.0 EOC (earns 0.5 quality point)

## Science

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Environmental Science</b> is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment.</p>	2 6 . 0 6 1 1 0 1 1	<b>TR</b> and 9 <sup>th</sup> Grade Placement Chart	1.0
<p><b>Environmental Science</b> is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment. Adaptations are made to accommodate ESOL students.</p>	2 6 . 0 6 1 1 0 1 1	<b>TR</b> and 9 <sup>th</sup> Grade Placement Chart	1.0

<p><b>Honors Biology</b> is an accelerated course designed for students interested in pursuing advanced sciences or careers in the science or engineering fields. Students will learn and understand biological processes that occur on the molecular, cellular, systemic, and environmental levels. Students will also be able to implement applications of biological processes to everyday situations.</p>	<p>26.0120003</p>	<p>TR and 9<sup>th</sup> Grade Placement Chart</p>	<p>1.0 EOC (earns 0.5 quality point)</p>
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## Social Studies

Course Name/Description	Course Number	Prerequisite	Units
<p><b>World Geography</b> provides an overview of physical and cultural geography. An awareness of similarities and differences in human needs and behaviors is developed. Geographic education focuses on the themes of location on Earth's surface, place characteristics, relationships within places, movement, regions that lead to an understanding of social, economic, historic, geographical, and physical features of the planet on which we live.</p>	<p>45.0711011</p>	<p>TR and 9<sup>th</sup> Grade Placement Chart</p>	<p>1.0</p>
<p><b>H World Geography/AP Human Geography</b> 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.</p>	<p>45.0711007  45.0770095</p>	<p>TR and 9<sup>th</sup> Grade Placement Chart</p>	<p>1.0 (earns .5 quality point) 1.0 (earns 1.0 quality point)</p>

### Special Education

Students receiving services through the special education department have had an Individualized Education Plan (IEP) developed to meet their educational needs. Each student should complete the registration form with the help of his or her IEP team (parent, case manager, and regular education teacher) to ensure that the requirements in the IEP are met.



# World Languages

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Note:</b> Students who complete <b>French I</b> or <b>Spanish I</b> in 8<sup>th</sup> Grade and wish to continue that language in high school may choose the second or second &amp; third level courses. See your current world language teacher for the appropriate course numbers.</p>			
<p><b>French I</b> is an introduction to the language and culture of France and other French-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.</p>	60.0110011	None	1.0
<p><b>French II</b> 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.</p>	60.0120011	<b>French I</b>	1.0
<p><b>Spanish for Native Speakers I</b> Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish.</p> <p>The recommended entrance requirement for the Spanish for Native Speakers I is the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. <b>It is not necessary that students speak or write at the Intermediate level prior to entering the course.</b></p>	60.0790097	<b>Native speaker</b>	1.0
<p><b>Spanish I</b> is an introduction to the language and culture of Spain and other Spanish-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.</p>	60.0710011	None	1.0
<p><b>Spanish II</b> 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.</p>	60.0720011	<b>Spanish I</b>	1.0

## Fine Arts

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Band I and Band II</b> are the entry level Band performance classes that focus on the basic fundamentals of tone production, music reading, and performance. The band class focuses on the development of the combined ensemble. Students are placed in appropriate level band classes based upon auditions.</p>	<p><b>*COMBO COURSE:</b> Students use two (2) electives and enter both courses on their registration worksheet. 5 3 . 0 3 6 1 0 9 9 5 3 . 0 3 6 2 0 9 9</p>	Audition	1.0 1.0
<p><b>Chorus I and Chorus II</b> provides opportunities to develop performance skills and knowledge in 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.</p>	<p><b>*COMBO COURSE:</b> Students use two (2) electives and enter both courses on their registration worksheet. 5 4 . 0 2 1 1 0 9 9 5 4 . 0 2 1 2 0 9 9</p>	None	1.0 1.0
<p><b>Orchestra I and Orchestra II</b> are the entry level orchestra performance classes that focus on the basic fundamentals of tone production, music reading, and performance. The classes focus on the technical development of the string instrument and the development of the combined ensemble.</p>	<p><b>*COMBO COURSE:</b> Students use two (2) electives and enter both courses on their registration worksheet. 5 3 . 0 5 6 1 0 9 9 5 3 . 0 5 6 2 0 9 9</p>	6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> Grade Orchestra Or Audition	1.0 1.0
<p><b>Theatre Arts/Fundamentals I</b> serves as prerequisite for other theatre/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.</p>	5 2 . 0 2 1 0 0 9 9	None	1.0
<p><b>Visual Art: Comprehensive</b> is a prerequisite for all other visual art classes. This class introduces art history, criticism, aesthetic judgment &amp; studio production to the beginning art student. Emphasizes the ability to understand &amp; use the elements of art &amp; 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.</p>	5 0 . 0 2 1 1 0 9 9	None	1.0
<p><b>Drawing I</b> explores a variety of drawing techniques &amp; media with an emphasis on developing drawing skills. Examines solutions to drawing problems through student drawings &amp; those of other artist.</p>	5 0 . 0 3 1 1 0 9 9	<b>Visual Art: Comprehensive</b>	1.0
<p><b>Ceramics I</b> 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.</p>	5 0 . 0 4 1 1 0 9 9	<b>Visual Art: Comprehensive</b>	1.0

# Career Technical (CTAE)

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Audio &amp; Video Technology &amp; Film I</b> prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics.</p> <p><b>Pathway Courses:</b> 1. Audio &amp; Video Tech &amp; Film I 2. Audio &amp; Video Tech &amp; Film II 3. Audio &amp; Video Tech &amp; Film III</p>	1 0 . 5 1 8 1 0 9 9	None	1.0
<p><b>Intro to Business &amp; Technology</b> provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business.</p> <p><b>Pathway Courses:</b> 1. Intro to Business &amp; Technology 2. Business &amp; Technology 3. Business Communications</p> <p><b>Pathway Courses:</b> 1. Intro to Business &amp; Technology 2. Financial Literacy 3. Accounting I</p>	0 7 . 4 4 1 3 0 9 9	None	1.0
<p><b>Industry Fundamentals Occupational Safety</b> is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction.</p> <p><b>Pathway Courses:</b> 1. Industry Fundamentals Occupational Safety 2. Introduction to Construction 3. Carpentry I</p>	4 6 . 5 4 6 0 0 9 9	None	1.0

<p><b>Intro to Graphics &amp; Design</b> is the foundational course for both the Graphics Production and Graphics Design pathways. This course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics &amp; Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout.</p> <p><b>Pathway Courses:</b> 1. Intro to Graphics &amp; Design 2. Graphic Design and Production 3. Advanced Graphic Design</p>	4 8 . 5 6 1 0 0 9 9	None	1.0
<p><b>JROTC Army Leadership I</b> Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course.</p> <p><b>Pathway courses:</b> 1. JROTC Army Leadership I 2. JROTC Army Leadership II 3. JROTC Army Leadership III</p> <p>(Levels IV – VIII also offered)</p> <p><b>Note:</b> Students who earn three (3) units of JROTC are not required to take the Health &amp; Personal Fitness course. If you plan to complete the pathway, <b><u>you should strike through Health &amp; Personal Fitness.</u></b></p>	2 8 . 0 3 1 0 0 9 9	None	1.0
<p><b>JROTC Army Leadership 2</b> This laboratory course is designed to build on the self discovery skills sets taught in JROTC 1. As self directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes.</p> <p><b>Pathway courses:</b> 1. JROTC Army Leadership I 2. JROTC Army Leadership II 3. JROTC Army Leadership III</p>	2 8 . 0 3 2 0 0 9 9	JROTC Army Leadership Education 1 (MUST be chosen as an elective also)	1.0

<p><b>Food Nutrition and Wellness</b> is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health.</p> <p><b>Pathway courses:</b> 1. Food Nutrition and Wellness 2. Food for Life 3. Food Science</p>	20.4161097	None	1.0
<p><b>Introduction to Law Public Safety, Corrections and Security</b> (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law.</p> <p><b>Pathway courses:</b> 1. LPSCS 2. Criminal Justice Essentials 3. Criminal Investigations</p>	43.4500099	None	1.0
<p><b>Foundations of Engineering and Technology</b> is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the "E" in STEM.</p> <p><b>Pathway courses:</b> 1. Foundations of Engineering and Technology 2. Engineering Concepts 3. Engineering Applications</p>	21.4250099	None	1.0

<p><b>Basic Maintenance and Light Repair</b>  is designed as the foundational course for the Automobile Maintenance and Light Repair pathway. Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will be exposed to courses in automotive preventative maintenance and servicing and replacing brakes, and steering and suspension components. In addition, student will learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and determine necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The hours completed in this course are aligned with ASE/NATEF standards and are a base for the entry-level technician.</p> <p><b>Pathway courses:</b></p> <ol style="list-style-type: none"> <li>1. Basic Maintenance and Light Repair</li> <li>2. Maintenance and Light Repair 2</li> <li>3. Maintenance and Light Repair 3</li> </ol>	<p>4 7 . 5 3 1 1 0 9 9</p>	<p>None</p>	<p>1.0</p>
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## Physical Education

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Health &amp; Personal Fitness(BPE)</b>  Health provides a direct and factual approach to health education that is practical, personal, and positive. 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. 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 strategies for maintaining good cardiovascular endurance, flexibility, muscular strength and endurance, and body composition.</p>	<p>3 6 . 0 5 8 0 0 9 9</p>	<p><b>All 9<sup>th</sup> grade students are automatically enrolled in Health/BPE</b></p>	<p>1.0</p>
<p><b>Introductory Team Sports</b>  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.</p>	<p>3 6 . 0 2 1 0 0 9 9</p>	<p>None</p>	<p>1.0</p>
<p><b>Weight Training</b>  Due to the limited space in weight training, 9<sup>th</sup> grade students may not elect to take this class. If you are participating in high school athletics, contact your coach about taking this class. If your coach indicates that you should enroll in this class, then write the sport and coach's name in the "Course Name" space on the elective worksheet. Leave "Course Number" blank.</p>	<p>Write the name of the sport and the coach's name in "Course Name"  Leave Course # blank</p>	<p>Recommendation by high school coach only</p>	

# Osborne High School

## 2019-2020 ELECTIVE COURSE REGISTRATION WORKSHEET

- Directions:**
1. Complete the student data box.
  2. Use the “**2019-2020 Freshman Registration Handbook**” to select electives 2, 3, & 4. Enter them in the spaces provided. Also choose two (2) alternate electives. **Note:** Health & Personal Fitness **is a required class for graduation, and all 9<sup>th</sup> grade students are enrolled in this course.** It is only removed if you register for JROTC – Army I & II
  3. Both student and parent sign this form at the bottom in the space provided.
  4. Return the completed form to your teacher.

Student Name \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Cobb Student ID# \_\_\_\_\_  
Last First MI (6 or 7 digits)

Address \_\_\_\_\_ City/State/Zip \_\_\_\_\_

Parent Name \_\_\_\_\_ Phone \_\_\_\_\_

\*\*\*Core courses are listed in the student registration handbook as a reference only. **Students do not choose their core courses.** Eighth grade teachers use current grades, work habits, and academic performance to determine in which courses students should be placed. GA Milestones & placement tests may also be used to determine course placement. Please discuss core recommendations with your 8<sup>th</sup> grade teacher for that class.

\*\*\*Foreign Language **IS** an elective and must be entered on this form. Your teacher does NOT enter it.

\*\*\*In order to choose a 2<sup>nd</sup> level Pathway course, you must also choose the 1<sup>st</sup> level

	Course Name	Course Number
Elective 1 (Required)	Health & Personal Fitness(BPE)	3 6 . 0 5 8 0 0 9 9
Elective 2		□ □ . □ □ □ □ □ □ □ □
Elective 3		□ □ . □ □ □ □ □ □ □ □
Elective 4		□ □ . □ □ □ □ □ □ □ □

Every effort will be made to schedule the courses selected above. In some cases, the classes selected result in a scheduling conflict. If the conflict cannot be eliminated, one (or both) of the alternate courses will be used to replace the course(s) causing the conflict. **Courses listed as alternates can appear on your schedule!**

Alternate 1		□ □ . □ □ □ □ □ □ □ □
Alternate 2		□ □ . □ □ □ □ □ □ □ □

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Parent/Guardian Signature*

**Return this completed registration worksheet to your teacher. Your teacher will attach it to the official registration form.**