

Note: Rising 9th graders must use the “**2019-2020 Freshman Registration Handbook**” available online

Osborne High School



2019-2020
Course Catalog
(for current high school students)

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
School Leadership Intern..... Heidi McCravy
Assistant Principal Brandon Mann
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 – Go 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 Tsybalov
Special Education..... Jan Moore & Myra West-Allen

Course Registration Process

Students will register for courses for the 2018-2019 school year by having teachers place course labels on their official registration forms. Students must have eight (8) course labels on their registration forms (English, math, science, social studies, and four (4) electives) to complete registration. Additionally, students should indicate two (2) alternate electives on the back of their registration form, which might be used to replace an elective if a scheduling conflict occurs.

February – March 18

Students should review the 2018-2019 Course Catalog to select courses for next school year. The course catalog will be available electronically on our website, and teachers will have a printed copy in their classrooms with additional copies in the media center, counseling office, and front office.

***Students are encouraged to use the **Course Registration Worksheet** (the last page of this catalog) to plan which courses they wish to take.

***Some courses (yearbook, , mentorship, minimum day, CVA/GaVS online courses, December graduate, and dual enrollment) require applications and/or teacher recommendation forms that must be completed prior to registration. Contact the teacher or your counselor to get applications **before registration begins**. Return the applications by March 12 so that you will be eligible to receive course labels during registration.

Monday, March 18 (Course Registration Begins)

We will be on a different bell schedule: All students will go to homeroom at the beginning of the day. 9th – 11th grade students will get official registration forms, transcripts, and first semester schedules during homeroom. After homeroom, **all students** will return to their **first semester** classes briefly to get course labels from their first semester teachers.

*Since seniors do not need course labels, they will get to visit with their 1st semester teachers for a few minutes.

*Students who did not attend Osborne during semester 1 will report to the media center.

Then students will follow their second semester schedule for the remainder of the day to get course labels from their second semester teachers.

***Students are responsible for their registration forms; they must keep them all week and turn them in at the end of the week.

Tuesday, March 19, and Wednesday, March 20

Students will be able to get course labels from all departments during their lunch period on both days. Students should make sure they have filled all eight (8) spaces on their registration forms and selected two alternate electives on the back of the registration form. (Alternates can be hand-written; labels are not required.)

Thursday, March 21, and Friday, March 22

Students will be called alphabetically by last name to the Media Center to enter their course registration into the scheduling database. Students with incomplete registration forms (any form with less than eight (8) course labels) must get missing course labels before they will be allowed to enter their course registration. All departments will be available in the media center with course labels. After entering their course registration, students will receive a confirmation receipt indicating the courses for which they have been registered. Waiver instructions are included on the confirmation receipt.

High School Graduation Requirements (for students entering the 9th 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 | 4 Units Including: 1 Unit 9 th Grade Literature/Composition 1 Unit American Literature/Composition 2 additional English units |
| Mathematics | 4 Units Including: GSE Algebra 1 or GSE Accelerated Algebra 1/Geometry A GSE Geometry or GSE Accelerated Geometry B/Algebra 2 GSE Algebra 2 1 additional math unit |
| Science | 4 Units Including: 1 Unit Biology 1 Unit Chemistry or Earth Systems or Environmental Science 1 Unit Physics or Physical Science 1 additional science unit |
| Social Studies | 3 Units including: 1 Unit World History 1 Unit United States History ½ Unit American Government/Civics ½ Unit Economics |
| CTAE Foreign Language Fine Arts | 3 Units from any of these areas Though there is no foreign language requirement for the Georgia High School diploma, students planning to enroll in ANY post-secondary institution are strongly encouraged to earn two units of credit in the same modern language/Latin. NOTE: Students planning to enter or transfer into a University System of Georgia institution MUST take two units of the same modern language/Latin. NOTE: Some out-of-state universities require a fine arts credit (Univ. of S. Carolina & Univ. of Tenn) while others require both a fine arts credit and a computer/technology credit (Ole Miss & Miss State). It is the student's responsibility to check college entrance requirements for the institution he or she plans to attend. |
| Health and Physical Education NOTE: Students who earn 3 units in JROTC will have met the health & personal fitness requirement. | 1 Unit Including: ½ Unit Health ½ Unit Personal Fitness |
| Electives | 4 Units |
| TOTAL UNITS MINIMUM | 23 Units |

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

College and Career Pathways

The GA Dept of Education recommends that every student complete a college and/or career pathway. Some students will complete more than one pathway. Pathways can be Advanced Academic, World Language, Fine Arts, or CTAE. More information on pathways can be found at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/pathways.aspx>

Advanced Academic Pathway: An Advanced Academic Pathway is followed in any core content area: English, mathematics, science, or social studies. Students complete an Advanced Academic Pathway when they have completed the required courses for graduation and one of the courses is either AP or dual enrollment. Additionally, students must earn credit in two (2) sequential courses in one world language.

World Language Pathway: Students complete a World Language Pathway when they have completed three sequential courses in one world language.

Fine Arts Pathway: Students complete a Fine Arts Pathway when they have completed three sequential courses in Visual Arts, Theater Arts, Band, Chorus, Orchestra, or Journalism.

CTAE Pathway: Students complete a CTAE Pathway when they have completed a series of three or four specific courses in a CTAE approved pathway. CTAE pathway courses are listed in this catalog at the beginning of the CTAE section.

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 his or her registration form with the help of his or her IEP team (parent, case manager, special education lead teacher, and regular education teacher) to ensure that requirements in the IEP are met.

English/Language Arts

| Course Name/Description | Course Number | Credit | Prerequisite |
|--|---------------|--------|---------------------------|
| <p>World Lit/Comp (Y) 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. Depending on which grade level this course is taught, the teacher will follow strands from the Georgia Performance Standards for that grade level for composition, conventions, and listening, speaking, and viewing.</p> | 23.0630011 | 1.0 | 1 unit of English credit |
| <p>Honors World Lit/Comp (Y) 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. Depending on which grade level this course is taught, the teacher will follow strands from the Georgia Performance Standards for that grade level for composition, conventions, and listening, speaking, and viewing.</p> | 23.0630003 | 1.0 | 1 unit of English credit |
| <p>American Lit/Comp focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS.</p> | 23.0510011 | 1.0 | 2 units of English credit |

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|--|--|------------|----------------------------------|
| <p>Honors American Lit/Comp focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS.</p> | <p>2 3 . 0 5 1 0 0 0 3</p> | <p>1.0</p> | <p>2 units of English credit</p> |
| <p>AP Eng Language (w/Amer Lit) Comp(Y) focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board. (This literature module must be taught in the 11th grade and is recommended as a designated substitute for American Literature.)</p> | <p>2 3 . 0 5 3 0 0 9 5</p> | <p>1.0</p> | <p>2 units of English credit</p> |
| <p>Multicultural Lit/Comp (Y) focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.</p> | <p>2 3 . 0 6 7 0 0 1 1 *includes senior project</p> | <p>1.0</p> | <p>3 units of English credit</p> |

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| <p>British Lit/Comp (Y) This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p> | | 2 3 . 0 5 2 0 0 1 1 | 1.0 | 3 units of English credit |
| <p>Dramatic Writing (Film, Television, and Theatre I) —Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing texts and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. Note: This course meets fourth English Language Arts core requirement.</p> | | 5 2 . 0 9 2 0 0 1 1 | 1.0 | 3 units of English credit |
| <p>Advanced Composition (Y) 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.</p> | | 2 3 . 0 3 4 0 0 1 1 | 1.0 | Teacher Recommendation |
| <p>AP English Literature & Comp (Y) focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.</p> | | 2 3 . 0 6 5 0 0 9 5 | 1.0 | 3 units of English credit |
| <p>Journalism: Annual I-IV (Y) are courses that explore journalistic writing through the analysis of yearbooks. It concentrates on the purpose, influence and structure, and language use. It also covers news gathering, ethics, copy writing, editing and revising. The course includes layout, circulation and production as minor aspects.</p> | <p>I II III IV</p> | <p>2 3 . 0 3 2 0 0 1 1 2 3 . 0 3 3 0 0 1 1 2 3 . 0 3 5 0 0 1 1 2 3 . 0 3 6 0 0 1 1</p> | <p>1.0 1.0 1.0 1.0</p> | <p>Application Required (See Ms. Richard in F108)</p> |

Mathematics

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|--|--------|---|
| <p>GSE Geometry (Y) is the 2nd course in a sequence of three required high school courses designed to ensure career and college readiness. Units of study include transformations in the coordinate plane, similarity, congruence, & proofs, right triangle trigonometry, circles & volume, geometric & algebraic connections, and applications of probability.</p> | 27.0991011 | 1.0 | GSE Algebra I |
| <p>GSE Geometry w/ Support (Y) is used 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 course that is taken concurrently with GSE Geometry.</p> | 27.0998011 (Support replaces one elective) | 1.0 | Teacher Rec. & Remedial Ed. Indicators |
| <p>Honors GSE Geometry (Y) is the 2nd 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. The course is intended for students who completed Algebra I in the 8th grade or excelled in Algebra I in the 9th grade.</p> | 27.0991003 | 1.0 | GSE Algebra I |
| <p>Accelerated GSE Geom B/Algebra II (Y) is the 2nd in a sequence of three accelerated courses designed to enable students to take both AP Calculus and Multivariable Calculus during their high school careers. Units of study include circles & volume, geometric & algebraic connections, applications of probability, quadratics, operations with polynomials, polynomial functions, rational & radical relationships, exponential & logarithms, and mathematical modeling.</p> | 27.0995003 | 1.0 | GSE Acc Algebra I/ Geom A |
| <p>GSE Algebra II (Y) is the 3rd course in a sequence of three required high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth math course options relevant to their career pursuits. Units of study include quadratics, operations with polynomials, polynomial functions, rational & radical relationships, exponential & logarithms, mathematical modeling, and inferences & conclusions from data.</p> | 27.0992011 | 1.0 | GSE Geometry |
| <p>GSE Honors Algebra II (Y) is the 3rd 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> | 27.0992003 | 1.0 | GSE Geometry or Honors Geometry |
| <p>GSE Pre-Calculus (Y) is a fourth mathematics course designed to prepare students for calculus and other college level mathematics courses. Units of study include intro to trigonometry, trig functions, trigonometry of triangles, trig identities, matrices, conics, vectors, and probability.</p> | 27.0974011 | 1.0 | GSE Algebra II |
| <p>GSE Accelerated Pre-Calculus (Y) is the last course in a sequence of honors/accelerated courses designed to enable students to take higher level mathematics courses including AP Calculus and Multivariable Calculus during their high school careers. Units of study include intro to trigonometry, trig functions, trigonometry of triangles, trig identities, matrices, conics, vectors, inference & conclusions from data, and probability.</p> | 27.0977003 | 1.0 | Accelerated Geom B/Alg II or Honors Algebra II |
| <p>Math of Finance (Y) Is a fourth course option which concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course is based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics.</p> | 27.0870011 | 1.0 | 3 core units of math |

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| <p>AP Statistics (Y) 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/careers in the quantitative/scientific fields.</p> | 27.0740095 | 1.0 | 2 core units of math |
| <p>AP Calculus AB (Y) follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus. Prerequisite: Advanced Algebra and Trigonometry or analysis.</p> | 27.0720095 | 1.0 | Precalculus or Acc Precalculus |
| <p>AP Calculus BC (Y) conforms to College Board topics for the Advanced Placement Calculus BC Examination. Covers Advanced Placement Calculus AB topics and includes vector functions, parametric equations, conversions, parametrically defined curves, tangent lines, and sequence and series. Prerequisite: Advanced Algebra and Trigonometry or Analysis.</p> | 27.0730095 | 1.0 | AP Calculus AB |

Science

| Course Name/Description | Course Number | Credit | Prerequisite |
|--|---------------|--------|-------------------|
| <p>Biology I (Y) curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.</p> | 26.0120011 | 1.0 | |
| <p>Honors Biology I (Y) curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.</p> | 26.0120003 | 1.0 | |
| <p>Advanced Placement Biology (Y) is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations.</p> | 26.0140095 | 1.0 | I unit of Biology |
| <p>Honors Physics (Y) is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry. Honors Physics is more independent learning and advanced calculations.</p> | 40.0810003 | 1.0 | |

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| <p>Physics (Y) is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.</p> | 4 0 . 0 8 1 0 0 1 1 | 1.0 | |
| <p>Advanced Placement Physics 1 (Y) is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.</p> | 4 0 . 0 8 3 1 0 9 5 | 1.0 | |
| <p>Honors Chemistry I (Y) is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. Honors Chemistry is more independent learning and advanced calculations and research.</p> | 4 0 . 0 5 1 0 0 0 3 | 1.0 | |
| <p>Chemistry I (Y) is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.</p> | 4 0 . 0 5 1 0 0 1 1 | 1.0 | |
| <p>Advanced Placement Chemistry (Y) is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gases laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time. It is expected that a minimum of 290 minutes per week will be allotted for an AP Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics.</p> | 4 0 . 0 5 3 0 0 9 5 | 1.0 | |

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|--|---------------------|-----|-------------------|
| <p>Astronomy (Y) provides the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of sophomore-high level mathematics. Laboratory exercises include experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums.</p> | 4 0 . 0 2 1 0 0 1 1 | 1.0 | |
| <p>Forensics Science (Y) focuses scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.</p> | 4 0 . 0 9 3 0 0 1 1 | 1.0 | |
| <p>AP Environmental Science (Y) 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.</p> | 2 6 . 0 6 2 0 0 9 5 | 1.0 | 1 unit Bio & Chem |
| <p>Honors Human Anatomy/Physiology (Y) is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.</p> | 2 6 . 0 7 3 0 0 0 3 | 1.0 | |
| <p>Zoology (Y) is a laboratory based course that will survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology of porifera, cnidaria, platyhelminthes, nematode, rotifer, annelid, bryozoa, mollusca, arthropods, echinodermata, hemichordate, chordata, agnatha, chondrichthyes, osteichthyes, amphibian, reptilian, aves, and mammalian will be investigated through comparative studies done during laboratory observations and dissections. Furthermore, students will compare and contrast methods used by organisms from different phyla to accomplish basic life processes.</p> | 2 6 . 0 7 1 0 0 1 1 | 1.0 | |

Social Studies

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|---------------------|--------|--------------|
| <p>World History (Y) is a survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.</p> | 4 5 . 0 8 3 0 0 1 1 | 1.0 | None |
| <p>Honors World History (Y) 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). Critical thinking and problem solving are stressed. Extensive reading and writing are required.</p> | 4 5 . 0 8 3 0 0 0 3 | 1.0 | None |
| <p>AP World History (Y) 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. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human state prior to 1000 C. E.</p> | 4 5 . 0 8 1 1 0 9 5 | 1.0 | None |
| <p>U. S. History (Y) examines the history of the United States beginning with the British settlement of North America . The course’s main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.</p> | 4 5 . 0 8 1 0 0 1 1 | 1.0 | None |
| <p>Honors U. S. History (Y) 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 evolution during the formative years to present. Emphasis on inquiry & analysis of historical situations. Extensive reading/writing are required.</p> | 4 5 . 0 8 1 0 0 0 3 | 1.0 | None |
| <p>AP U. S. History (Y) conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times.</p> | 4 5 . 0 8 2 0 0 9 5 | 1.0 | None |
| <p>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. Study of the functions of our executive, legislative, and judicial branches.</p> | 4 5 . 0 5 7 0 0 1 0 | ½ | |

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| <p>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/fiscal policies, & international trade.</p> | 4 5 . 0 6 1 0 0 1 0 | ½ | |
| <p>AP U.S. Government & Politics (Y) conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth.</p> | 4 5 . 0 5 2 0 0 9 5 | 1.0 | |
| <p>AP Microeconomics (Y) 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.</p> | 4 5 . 0 6 3 0 0 9 5 | 1.0 | |
| <p>AP Psychology (Y) is a college level survey course with study in Learning Theory, Abnormal Behavior, and Social Psychology. Extensive reading, writing, and statistical analysis are required by students.</p> | 4 5 . 0 1 6 0 0 9 5 | 1.0 | |
| <p>Sociology (Y) investigates principles of sociology, the individual in groups, social institutions, social control and the use of research methods to examine social problems. Integrates and reinforces social studies skills.</p> | 4 5 . 0 3 1 0 0 9 9 | 1.0 | |
| <p>AP Government/Politics: Comparative (Y) introduces you to the rich diversity of political life outside the United States. You will compare and examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, you will examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. This is an academic elective.</p> | 4 5 . 0 5 3 0 0 9 5 | 1.0 | World History, US History |
| <p>AP European History (Y) will investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. You will study six themes that historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. This is an academic elective.</p> | 4 5 . 0 8 4 0 0 9 5 | 1.0 | World History |

World Languages

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|---------------|--------|---|
| French I (Y) is an introduction to the language and culture of France and other French-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency. | 60.0110011 | 1.0 | None Recommended to have at least a 75 in the last English/Language Arts class |
| French II (Y) 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/grammatical structures necessary for limited personal communication and an appreciation of diversity in the French-speaking world. | 60.0120011 | 1.0 | French I |
| Honors French III (Y) is designed to further develop a student's communication skills and cultural appreciation of the French-speaking world. The student will be able to participate in a variety of oral and written activities. | 60.0130003 | 1.0 | French II or be a native speaker of French |
| Honors French IV (Y) is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the French-speaking world. | 60.0140003 | 1.0 | Honors French III or be a native speaker of French |
| AP French Language (Y) is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing. | 60.0170095 | 1.0 | Honors French IV or be a native speaker of French |

Spanish

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| Spanish I (Y) 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. | 60.0710011 | 1.0 | None Recommended to have at least a 75 in the last English/Language Arts class |
| Spanish for Native Speakers I (Y) designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, 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 literate in Spanish. The recommended entrance requirement for the beginning level is at the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak at the Intermediate level prior to entering the course. This course will develop reading, writing, speaking and listening skills. The student will also develop an awareness and understanding of Hispanic cultures, such as language variations, customs, geography and current events. | 60.0790099 | 1.0 | Must be literate in the Spanish language |

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| <p>Spanish II (Y) 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/grammatical structures necessary for limited personal communication and an appreciation of diversity in the Spanish-speaking world.</p> | 6 0 . 0 7 2 0 0 1 1 | 1.0 | Spanish I |
| <p>Spanish for Native Speakers II (Y) designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are somewhat functional (can comprehend spoken Spanish but speak haltingly and need improvement in reading and/or writing) to those who are more proficient and literate in Spanish. The recommended entrance requirement is at the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale and an Intermediate-Mid level of proficiency in reading, writing and speaking. This course will continue to develop reading, writing, speaking and listening skills and will promote a deeper understanding of the Hispanic cultures, such as language variations, customs, geography, history, and current events.</p> | 6 0 . 0 7 9 1 0 9 9 | 1.0 | Must be literate in the Spanish language |
| <p>Honors Spanish III (Y) is designed to further develop a 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.</p> | 6 0 . 0 7 3 0 0 0 3 | 1.0 | Spanish II or be a native speaker of Spanish |
| <p>Honors Spanish IV (Y) is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the Spanish-speaking world.</p> | 6 0 . 0 7 4 0 0 0 3 | 1.0 | Honors Spanish III or be a native speaker of Spanish |
| <p>AP Spanish Language (Y) is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing.</p> | 6 0 . 0 7 7 0 0 9 5 | 1.0 | Honors Spanish IV or Native Spanish I or Native Spanish II or be a native speaker of Spanish |
| <p>Workplace Spanish (Y) is a course where students learn specific vocabulary and phrases related to the work environment in such concerns as work safety, security, and simple directions appropriate to communicating with employees whose first language is Spanish. Emphasis is placed on oral and listening applications of the language in the workplace, especially as a means of effecting better functional cross-communication between English and Spanish speakers.</p> | 6 0 . 0 7 1 4 0 1 1 | 1.0 | None *may not count toward college entrance requirements or Hope scholarship |

German

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| <p>German I (Y) Introduces the German language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of German-speaking cultures.</p> | 6 1 . 0 1 1 0 0 1 1 | 1.0 | None Recommended to have at least a 75 in the last English/Language Arts class |
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| <p>German II (Y) enhances Level One skills in German and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of German-speaking cultures.</p> | 6 1 . 0 1 2 0 0 1 1 | 1.0 | German I |
| <p>Honors German III (Y) is designed to further develop the student's communication skills and cultural appreciation of the German-speaking world. The student will be able to participate in a variety of oral and written activities.</p> | 6 1 . 0 1 3 0 0 0 3 | 1.0 | German II |

Visual Arts

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|---------------------|--------|---------------------|
| <p>Visual Arts: Comprehensive (Y) introduces art history, criticism, aesthetic judgment & studio production to the beginning art student. Emphasizes the ability to understand & use the elements of art & 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 | 1.0 | None |
| <p>VA Drawing I (Y) explores a variety of drawing techniques and media; emphasizes developing basic drawing skills and critical analysis skills for responding to master drawings. Examines student drawings and those of other artists. Covers art from around the world.</p> | 5 0 . 0 3 1 1 0 9 9 | 1.0 | Visual Art: Comp |
| <p>VA Drawing II (Y) enhances level-one skills in technique and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.</p> | 5 0 . 0 3 1 2 0 9 9 | 1.0 | VA Drawing I |
| <p>VA Painting I (Y) explores a variety of techniques and wide range of painting media; emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of the color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures.</p> | 5 0 . 0 3 2 1 0 9 9 | 1.0 | VA Drawing I |
| <p>VA Painting II (Y) enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media; emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style.</p> | 5 0 . 0 3 2 2 0 9 9 | 1.0 | VA Painting I |
| <p>VA Ceramics/Pottery I (Y) introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration and glaze applications. Covers styles of ceramic works from Western and non-Western cultures.</p> | 5 0 . 0 4 1 1 0 9 9 | 1.0 | Visual Art: Comp |

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| VA Ceramics/Pottery II (Y) enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism. | 5 0 . 0 4 1 2 0 9 9 | 1.0 | VA Ceramics/ Pottery I |
| VA Ceramics/Pottery III (Y) enhances level-two skills and provides opportunities to apply design techniques in clay through hand building and/or other wheel throwing techniques. Presents ceramic/pottery forms as art and craft in historical context. Explores ideas and questions about purposes and functions of ceramic forms, past and present. | 5 0 . 0 4 1 3 0 9 9 | 1.0 | VA Ceramics/ Pottery II |
| VA Printmaking I (Y) Introduces a variety of printmaking techniques using processes such as monoprint, etching, engraving , stencils, and block-out. Emphasizes design elements and principles; introduces art criticism approach applied to fine art prints. | 5 0 . 0 5 1 1 0 9 9 | 1.0 | Visual Art: Comp |
| VA Printmaking II (Y) enhances level-one skills and provides opportunities to practice intermediate printmaking techniques. Explores design, execution, printing and presentation of print editions; introduces master printmakers using various styles and techniques. | 5 0 . 0 5 1 2 0 9 9 | 1.0 | VA Printmaking II |
| AP Studio Art: 2-D Design (Y) conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. | 5 0 . 0 8 1 3 0 9 5 | 1.0 | Teacher Rec. |
| AP Studio Art: 3-D Design (Y) conforms to College Board topics for the Advanced Placement Studio Art 3-D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality, breadth and concentration of an idea or concept. Emphasizes experiences using different 3-D design, media and approaches. This course provides the students with college level studio experiences and encourages self-expression. | 5 0 . 0 8 1 4 0 9 5 | 1.0 | Teacher Rec. |

PERFORMANCE ARTS

Theatre

| Course Name/Description | Course Number | Credit | Prerequisite |
|--|---------------------|--------|-------------------------|
| Theatre Arts/Fundamentals I (Y) serves as prerequisite for other theater/drama courses. Develops and applies performance skills through access to basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms. | 5 2 . 0 2 1 0 0 9 9 | 1.0 | None |
| Theatre Arts/Fundamentals II (Y) enhances level-one skills by producing and studying children's theater in depth with performance opportunities. | 5 2 . 0 2 2 0 0 9 9 | 1.0 | Theatre Fundamentals |
| Dramatic Arts/Fundamentals III (Y) enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes. | 5 2 . 0 2 3 0 0 9 9 | 1.0 | Theatre Fundamentals |

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| Dramatic Arts/Fundamentals IV (Y) enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application. | 5 2 . 0 2 4 0 0 9 9 | 1.0 | Theatre Fundamentals |
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Music

Band

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|---------------------|--------|----------------------------------|
| Beginning Music Technology (Y) Students will learn the concepts of music technology, and its use in current music production methods. | 5 3 . 0 2 2 1 0 9 9 | 1.0 | None |
| Intermediate Music Technology (Y) Students will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments. | 5 3 . 0 2 2 2 0 9 9 | 1.0 | Introduction to Music Technology |
| Beginning Band I (Semester 1) (Y) Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production. Organizes objectives for self-paced progress. Stresses individual progress and group experiences. For 9th grade and first time instrument players. | 5 3 . 0 3 6 1 0 9 9 | 1.0 | |
| Beginning Band II (Semester 2) (Y) Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences. | 5 3 . 0 3 6 2 0 9 9 | 1.0 | |
| Intermediate Band I (Semester I) (Y) provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills. | 5 3 . 0 3 7 1 0 9 9 | 1.0 | Beginning Band or Teacher Rec. |
| Intermediate Band II (Semester 2) (Y) enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. | 5 3 . 0 3 7 2 0 9 9 | 1.0 | Beginning Band or Teacher Rec. |
| Advanced Band I (Semester 1) (Y) provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences. | 5 3 . 0 3 8 1 0 9 9 | 1.0 | Beginning Band or Teacher Rec. |

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| <p>Advanced Band II (Semester 1) (Y) enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.</p> | 5 3 . 0 3 8 2 0 9 9 | 1.0 | Beginning Band or Teacher Rec. |
| <p>Advanced Instrumental Ensemble I (Semester I) (Y) offers advanced-level performers an alternative ensemble experience to large band and orchestra. This course is designated for percussionists only. Only offered in the Fall.</p> | 5 3 . 0 7 6 1 0 9 9 | 1.0 | Advanced Band and Teacher Rec |
| <p>Mastery Band I (Semester 2) (Y) allows students to develop master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. They explore compositional and improvisational techniques of instrumental music. Only offered in the Spring.</p> | 5 3 . 0 7 6 2 0 9 9 | 1.0 | Advanced Band and Teacher Rec |
| <p>Advanced Jazz I (Semester 1) (Y) offers opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in jazz. Covers performance and production, creative aspects of music (especially improvisation and composition) and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as major component of our cultural heritage.</p> | 5 3 . 0 6 6 1 0 9 9 | 1.0 | Advanced Band and Teacher Rec |
| <p>Advanced Jazz II (Semester 2) (Y) enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in Jazz.</p> | 5 3 . 0 6 6 2 0 9 9 | 1.0 | Advanced Band and Teacher Rec |

Orchestra

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|---|---------------------|-----|------|
| <p>Beginning Orchestra I (Semester I) (Y) Provides opportunities to develop performance skills and precision on orchestral stringed instruments. Emphasizes performance and production. Organizes objectives for self-paced progress through all levels. Stresses individual progress and ensemble experiences. For first time players and 9th graders.</p> | 5 3 . 0 5 6 1 0 9 9 | 1.0 | None |
| <p>Beginning Orchestra II (Semester 2) (Y) enhances level-one skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences.</p> | 5 3 . 0 5 6 2 0 9 9 | 1.0 | |

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| <p>Intermediate Orchestra I(Semester 1) (Y) provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.</p> | 5 3 . 0 5 7 1 0 9 9 | 1.0 | Beginning Orchestra or Teacher Rec |
| <p>Intermediate Orchestra II(Semester 2)(Y) enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p> | 5 3 . 0 5 7 2 0 9 9 | 1.0 | Beginning Orchestra or Teacher Rec |
| <p>Advanced Orchestra I (Semester 1)(Y) provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.</p> | 5 3 . 0 5 8 1 0 9 9 | 1.0 | Beginning Orchestra or Teacher Rec |
| <p>Advanced Orchestra II (Semester 2)(Y) enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p> | 5 3 . 0 5 8 2 0 9 9 | 1.0 | Beginning Orchestra or Teacher Rec |

Chorus

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| <p>Beginning Choral Ensemble I (Semester 1) (Y) provides opportunities to develop performance skills and knowledge in ensemble singing. Covers performance and production, analysis and theoretical studies. Stresses balance of individual progress and group success. All 9th graders and 1st time high school choral students.</p> | 5 3 . 0 7 1 1 0 9 9 | 1.0 | |
| <p>Beginning Choral Ensemble II (Semester 2) (Y) enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge in large group choral singing.</p> | 5 3 . 0 7 1 2 0 9 9 | 1.0 | |
| <p>Intermediate Women’s Chorus I (Semester 1)(Y) provides opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and group experiences; offers large and small ensemble experiences. WOMEN ONLY</p> | 5 4 . 0 2 4 1 0 9 9 | 1.0 | Beginning Chorus or Teacher Rec |

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| <p>Intermediate Women’s Chorus II (Semester 2)(Y) enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. . Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences; builds skills in reading and vocal performance. WOMEN ONLY</p> | <p>5 4 . 0 2 4 2 0 9 9</p> | <p>1.0</p> | <p>Beginning Chorus or Teacher Rec</p> |
| <p>Advanced Choral Ensemble I (Semester 1) (Y) provides opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences and a variety of styles appropriate to the smaller ensemble.</p> | <p>5 3 . 0 7 3 1 0 9 9</p> | <p>1.0</p> | <p>Beginning Chorus or Teacher Rec</p> |
| <p>Advanced Choral Ensemble II (Semester 2) (Y) Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p> | <p>5 3 . 0 7 3 2 0 9 9</p> | <p>1.0</p> | <p>Beginning Chorus or Teacher Rec</p> |

Career, Technical, and Agricultural Education

The Georgia Department of Education has restructured the state’s current Career, Technical, & Agricultural Education (CTAE) program into 17 Career Cluster Pathways that are modeled after the National Career Clusters configuration utilized by most of the United States. The 17 Career Cluster/Pathways encompass both secondary and postsecondary education and will strengthen and improve student transition from secondary to postsecondary education.

Georgia’s 17 Career Clusters:

- | | |
|---|---|
| Agriculture, Food & Natural Resources | Hospitality & Tourism |
| Architecture & Construction* | Human Services* |
| Arts, Audio/Video Tech, & Communications* | Information Technology |
| Business Management & Administration* | Law, Public Safety, Corrections & Security* |
| Education and Training | Manufacturing |
| Energy | Marketing |
| Finance* | Science, Technology, Engineering & Math* |
| Government & Public Administration* | Transportation, Distribution & Logistics* |
| Health Science | |

(*Osborne High School offers pathways in these career clusters.)

Architecture & Construction

Carpentry Pathway

| Course Name/Description | Course Number | Credit | Prerequisite |
|--|---------------|--------|---|
| <p>Industry Fundamentals and Occupational Safety (Y) is designed as the foundational course in the Carpentry pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core. Pathway Courses: 1. Industry Fundamentals and Occupational Safety 2. Introduction to Construction 3. Carpentry I</p> | 46.5450099 | 1.0 | None |
| <p>Introduction to Construction (Y) offers an opportunity for students to build on their knowledge and skills developed in Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to, and develop skills to differentiate between blueprints, as is related to each individual craft area. Pathway Courses: 1. Industry Fundamentals and Occupational Safety 2. Introduction to Construction 3. Carpentry I</p> | 46.5460099 | 1.0 | Industry Fundamentals and Occupational Safety |

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| <p>Carpentry I (Y) is the third of four courses that provides the student a solid foundation in carpentry skills and knowledge. It is the third step in gaining a Level One Industry Certification in Carpentry. This course provides an overview of the building materials used in the carpentry craft. It teaches techniques for reading and using blueprints and specifications especially as related to the carpentry craft. It provides specific knowledge and skills in site layout and floor and wall framing systems. It includes the basic industry terminology for a carpentry craftsman.</p> <p>Pathway Courses: 1. Industry Fundamentals and Occupational Safety 2. Introduction to Construction 3. Carpentry I</p> | 4 6 . 5 5 0 0 0 9 9 | 1.0 | Introduction to Construction |
|---|---------------------|-----|------------------------------------|

Arts, Audio/Video Technology, & Communications

Audio & Video Technology and Film

| Course Name/Description | Course Number | Credit | Prerequisite |
|--|---------------------|--------|---|
| <p>Audio & Video Technology and Film I (Y) 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>Pathway Courses: 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III</p> | 1 0 . 5 1 8 1 0 9 9 | 1.0 | None |
| <p>Audio & Video Technology and Film II (Y) is the 2nd course in the Audio & Video Tech pathway. This course will prepare students for a career in Audio Video Technology and Film production and/or transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics.</p> <p>Pathway Courses: 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III</p> | 1 0 . 5 1 9 1 0 9 9 | 1.0 | Audio and Video Technology and Film I |
| <p>Audio & Video Tech and Film III (Y) is the 3rd course in the Audio & Video Tech pathway. The course enhances level-two skills and provides entry-level occupational skills. It is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production.</p> <p>Pathway Courses: 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III</p> | 1 0 . 5 2 0 1 0 9 9 | 1.0 | Audio & Video Tech II And Teacher Rec. |

Graphic Design and Communication

| Course Name/Description | Course Number | Credit | Prerequisite |
|--|---------------------|--------|-----------------------------|
| <p>Intro to Graphics & Design (Y) is designed as the foundational course for both the Graphics Communication 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 and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout.</p> <p>Pathway Courses: 1. Intro to Graphics & Design 2. Graphic Design & Production 3. Adv Graphic Design</p> | 4 8 . 5 6 1 0 0 9 9 | 1.0 | None |
| <p>Graphic Design & Production (Y) is the second course in the Graphics Communication and Graphics Design Pathways. This course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications.</p> <p>Pathway Courses: 1. Intro to Graphics & Design 2. Graphic Design & Production 3. Adv Graphic Design</p> | 4 8 . 5 6 2 0 0 9 9 | 1.0 | Intro to Graphics & Design |
| <p>Advanced Graphic Design (Y) is the final course in the Graphics Design pathway. Students will continue to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing.</p> <p>Pathway Courses: 1. Intro to Graphics & Design 2. Graphic Design & Production 3. Adv Graphic Design</p> | 4 8 . 5 2 8 0 0 9 9 | 1.0 | Graphic Design & Production |

Business Management & Administration

Business and Technology

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|---------------------|--------|--------------------------------|
| <p>Intro to Business & Technology (Y) 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 career pathways. Students will learn essentials for working in a business environment, and managing and owning a business.</p> <p>Pathway Courses: 1. Intro to Business & Technology 2. Business & Technology 3. Business Communications</p> | 0 7 . 4 4 1 3 0 9 9 | 1.0 | None |
| <p>Business & Technology (Y) Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning.</p> <p>Pathway Courses: 1. Intro to Business & Technology 2. Business & Technology 3. Business Communications</p> | 0 7 . 4 4 1 2 0 9 9 | 1.0 | Intro to Business & Technology |

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|---|---------------------|-----|-------------------------------|
| <p>Business Communications (Y) As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication.</p> <p>Pathway Courses: 1. Intro to Business & Technology 2. Business & Technology 3. Business Communications</p> | 0 7 . 7 5 1 2 0 9 9 | 1.0 | Legal Environment of Business |
|---|---------------------|-----|-------------------------------|

Business Management & Administration Entrepreneurship

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|---------------------|--------|--------------------------------|
| <p>Intro to Business & Technology (Y) 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 career pathways. Students will learn essentials for working in a business environment, and managing and owning a business.</p> <p>Pathway Courses: 1. Intro to Business & Technology 2. Legal Environment of Business 3. Entrepreneurship</p> | 0 7 . 4 4 1 3 0 9 9 | 1.0 | None |
| <p>Legal Environment of Business (Y) Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices.</p> <p>Pathway Courses: 1. Intro to Business & Technology 2. Legal Environment of Business 3. Entrepreneurship</p> | 0 6 . 4 1 5 0 0 9 9 | 1.0 | Intro to Business & Technology |
| <p>Entrepreneurship (Y) How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.</p> <p>Pathway Courses: 1. Intro to Business & Technology 2. Legal Environment of Business 3. Entrepreneurship</p> | 0 6 . 4 1 6 1 0 9 9 | 1.0 | Legal Environment of Business |

Finance

Business Accounting

| Course Name/Description | Course Number | Credit | Prerequisite |
|--|---------------|--------|--------------------------------|
| <p>Intro to Business & Technology (Y) 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 career pathways. Students will learn essentials for working in a business environment, and managing and owning a business.</p> <p>Pathway Courses: 1. Intro to Business & Technology 2. Financial Literacy 3. Accounting I</p> | 07.4413099 | 1.0 | None |
| <p>Financial Literacy (Y) this course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART!</p> <p>Pathway Courses: 1. Intro to Business & Technology 2. Financial Literacy 3. Accounting I</p> | 07.4260099 | 1.0 | Intro to Business & Technology |
| <p>Accounting I (Y) is a skill-level course that is of value to all students pursuing a strong background in business, marketing, and management. Using financial information, students will learn how to make decisions about planning, organizing, and allocating resources using accounting procedures. Students analyze business transactions and financial statements, perform payroll, and evaluate the effects of transactions on the economic health of a business.</p> <p>Pathway Courses: 1. Intro to Business & Technology 2. Financial Literacy 3. Accounting I</p> | 07.411009 | 1.0 | Financial Literacy |

Government & Public Administration

JROTC Army

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|---------------|--------|--------------|
| <p>JROTC Army Leadership Education I (Y) 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. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.</p> <p>Pathway Courses: 1. JROTC Leadership Education I 2. JROTC Leadership Education II 3. JROTC Leadership Education III</p> | 28.0310099 | 1.0 | None |

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|---|-------------------|------------|------------------|
| <p>JROTC Army Leadership Education II (Y) includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p> <p>Pathway Courses: 1. JROTC Leadership I 2. JROTC Leadership II 3. JROTC Leadership III</p> | <p>28.0320099</p> | <p>1.0</p> | <p>JROTC I</p> |
| <p>JROTC Army Leadership Education III (Y) includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p> <p>Pathway Courses: 1. JROTC Leadership I 2. JROTC Leadership II 3. JROTC Leadership III</p> | <p>28.0330099</p> | <p>1.0</p> | <p>JROTC II</p> |
| <p>JROTC Army Leadership Education IV (Y) includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p> | <p>23.0340099</p> | <p>1.0</p> | <p>JROTC III</p> |

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| <p>JROTC Army Leadership Education V (Y) includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a resume, study smart, build a team, resolve conflicts and perform community service. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p> | 2 8 . 0 3 5 0 0 9 9 | 1.0 | JROTC IV |
| <p>JROTC Army Leadership Education VI (Y) includes classroom instruction and laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance, learning how to write positive affirmations and use them to affect positive change. Study character education and development and perform a community service project based on what you have learned. Students can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)* for completing studies in character education and performing related service projects. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p> | 2 8 . 0 3 6 0 0 9 9 | 1.0 | JROTC V |
| <p>JROTC Army Leadership Education VII (Y) expands on the skills taught in JROTC 6. It focuses on creating a positive leadership situation, team development, project management and the importance of mentoring as a leader or as a follower. Interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are included. Students are given the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure.</p> | 2 8 . 0 3 7 0 0 9 9 | 1.0 | JROTC VI |
| <p>JROTC Army Leadership Education VIII (Y) expands on the skills taught in JROTC 7 and reinforces previous leadership experiences. It allows students to continue to build their leadership, management, decision making and negotiating skills by serving in a variety of staff or leadership positions. Students create a career portfolio to plan for college or work. Students are expected to take leadership roles in the battalion and participate in community service or service learning projects based on their level of leadership development.</p> | 2 8 . 0 3 8 0 0 9 9 | 1.0 | JROTC VII |

Human Services

Food and Nutrition

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|---------------------|--------|--------------|
| <p>Food, Nutrition and Wellness (Y) is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored. This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety.</p> <p>Pathway courses:</p> <ol style="list-style-type: none"> 1. Food, Nutrition and Wellness 2. Food for Life 3. Food Science | 2 0 . 4 1 6 1 0 9 9 | 1.0 | None |

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|---|------------|-----|------------------------------|
| <p>Food for Life (Y) is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level. Pathway courses: 1. Food, Nutrition and Wellness 2. Food for Life 3. Food Science</p> | 20.4140099 | 1.0 | Food, Nutrition and Wellness |
| <p>Food Science (Y) integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Pathway courses: 1. Food, Nutrition and Wellness 2. Food for Life 3. Food Science</p> | 20.4181099 | 1.0 | Food for Life |

Law Enforcement Services/Criminal Investigations

Law Enforcement Services/Criminal Investigations

| Course Name/Description | Course Number | Credit | Prerequisite |
|--|---------------|--------|---|
| <p>Introduction to Law, Public Safety, Corrections, and Security (Y) 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. Career planning and employability skills will be emphasized. Pathway courses: 1. Introduction to Law, Public Safety, Corrections, and Security 2. Criminal Justice Essentials 3. Criminal Investigations</p> | 43.4500099 | 1.0 | None |
| <p>Criminal Justice Essentials (Y) provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. Pathway courses: 1. Introduction to Law, Public Safety, Corrections, and Security 2. Criminal Justice Essentials 3. Criminal Investigations</p> | 43.4510099 | 1.0 | Introduction to Law, Public Safety, Corrections, and Security |

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|---|----------------------------|------------|------------------------------------|
| <p>Criminal Investigations (Y) is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation. Pathway courses: 1. Introduction to Law, Public Safety, Corrections, and Security 2. Criminal Justice Essentials 3. Criminal Investigations</p> | <p>4 3 . 4 5 3 0 0 9 9</p> | <p>1.0</p> | <p>Criminal Justice Essentials</p> |
|---|----------------------------|------------|------------------------------------|

Science, Technology, Engineering, & Mathematics

Engineering and Technology

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|----------------------------|------------|--|
| <p>Foundations of Engineering and Technology (Y) 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. Pathway courses: 1. Foundations of Engineering and Technology 2. Engineering Concepts 3. Engineering Applications</p> | <p>2 1 . 4 2 5 0 0 9 9</p> | <p>1.0</p> | <p>None</p> |
| <p>Engineering Concepts (Y) is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment. Pathway courses: 1. Foundations of Engineering and Technology 2. Engineering Concepts 3. Engineering Applications</p> | <p>2 1 . 4 7 1 0 0 9 9</p> | <p>1.0</p> | <p>Foundations of Engineering and Technology</p> |
| <p>Engineering Applications (Y) is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawings and prototypes. Pathway courses: 1. Foundations of Engineering and Technology 2. Engineering Concepts 3. Engineering Applications</p> | <p>2 1 . 4 7 2 0 0 9 9</p> | | <p>Engineering Concepts</p> |

Transportation, Distribution & Logistics

Automobile Maintenance and Light Repair

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|---------------|--------|------------------------------------|
| <p>Basic Maintenance and Light Repair (Y) 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. The pre-requisite for this course is advisor approval.</p> <p>Pathway courses: 1. Basic Maintenance and Light Repair 2. Maintenance and Light Repair 2 3. Maintenance and Light Repair 3</p> | 47.5311099 | 1.0 | None |
| <p>Maintenance and Light Repair 2 (Y) teaches the basic skills needed to gain employment as a maintenance and light repair technician and will expose students to automotive preventative maintenance and servicing, as well as replacing brakes, and steering and suspension components. Students will also learn general electrical system diagnosis, electrical theory, basic test requirements, and determining necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. Standards for this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician..</p> <p>Pathway courses: 1. Basic Maintenance and Light Repair 2. Maintenance and Light Repair 2 3. Maintenance and Light Repair 3</p> | 47.5321099 | 1.0 | Basic Maintenance and Light Repair |
| <p>Maintenance and Light Repair 3 (Y)</p> <p>Pathway courses: 1. Basic Maintenance and Light Repair 2. Maintenance and Light Repair 2 3. Maintenance and Light Repair 3</p> | 47.5331099 | 1.0 | Maintenance and Light Repair 2 |

Health/PE

| Course Name/Description | Course Number | Credit | Prerequisite |
|---|---------------------|--------|---------------------------|
| <p>Health & Personal Fitness(BPE) 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> | 3 6 . 0 5 8 0 0 9 9 | 1.0 | None |
| <p>General Physical Education II (Y) Enhances level-one skills in any different combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Further promotes methods to attain a healthy and active lifestyle.</p> | 3 6 . 0 1 2 0 0 9 9 | 1.0 | None |
| <p>Weight Training (Y) is designed to introduce students to a weight-training program that will promote over-all body fitness. The student will be exposed to different types of weight equipment and methods of training with weights. The student will also gain knowledge of the different types of exercises, correct techniques of executing the various exercises, proper breathing, and the safety factors involved in spotting.</p> | 3 6 . 0 5 4 0 0 9 9 | 1.0 | None |
| <p>Advanced Weight Training (Y) is designed to build on the principles and concepts taught in Weight Training to promote over-all body fitness.</p> | 3 6 . 0 6 4 0 0 9 9 | 1.0 | Athletes Coach sign up |

Miscellaneous

| Course Name/Description | Course Number | Credit | Prerequisite |
|--|---|-----------------------|---|
| <p>Mentorship This class enables students to serve as an administrative aide in a school office environment during one period of the daily schedule. Application Required-get application and course labels from the counseling office.</p> | <p>Mentorship I 3 5 . 0 6 5 0 0 5 7</p> <p>Mentorship II 3 5 . 0 6 6 0 0 5 7</p> | <p>1.0</p> <p>1.0</p> | <p>11th & 12th grade only</p> |
| <p>Minimum Day Seniors who are on-track to graduate may choose to reduce their schedule by one (1) class per semester. Seniors have the option of Minimum Morning (no 1st block class) or Minimum Afternoon (no 4th block class) each semester. *Students may not be on campus during their minimum day block! *Seniors may not have Minimum Day and Mentorship, in the same Semester. Application Required-get application and course labels from the counseling office.</p> | <p>Minimum Morning – Semester 1 0 0 . 0 0 0 1 7 0 0</p> <p>Minimum Morning – Semester 2 0 0 . 0 0 0 3 2 0 0</p> <p>Minimum Afternoon – Semester 1 0 0 . 1 2 1 2 0 0 0</p> <p>Minimum Afternoon – Semester 2 0 0 . 1 2 1 3 0 0 0</p> | <p>No Credit</p> | <p>12th Grade Only</p> |
| <p>Gradpoint Courses Students may use Gradpoint course as a credit repair opportunity to complete online modules and assessments for classes previously taken but not passed.</p> | <p>Gradpoint 0.5 Credit 3 5 . 0 6 6 0 0 5 5</p> <p>CVA 1.0 Credit 3 5 . 0 6 5 0 0 5 7</p> | | |
| <p>Online Courses (CVA & GaVS) Students may elect to take one or more classes online through Cobb Virtual Academy (CVA) or, for classes not offered by CVA, through Georgia Virtual School (GaVS). Online classes are not “easier” than face-to-face classes but provide the flexibility to complete course work when it is convenient or outside the school day. Plan to spend 1.5 – 3 hours per day on each online class. “Online Course” Contract Required-get contract and course labels from the counseling office.</p> | <p>CVA 0.5 Credit 0 0 . 0 0 0 5 0 9 8</p> <p>CVA 1.0 Credit 0 0 . 0 0 5 0 9 9 0</p> | <p>0.5</p> <p>1.0</p> | <p>Contract Required</p> |
| <p>December Grads Seniors may request to graduate in December provided they can complete all remaining graduation requirements during semester 1. December graduates may still participate in graduation ceremonies in May if they choose. Application Required-get application and course labels from the counseling office.</p> | <p>0 0 . 0 0 0 5 0 5 0</p> | | <p>12th Grade Only</p> |
| <p>Dual Enrollment Students planning to take dual enrollment courses at a local college must complete the college application process prior to the colleges’ deadlines. See your counselor for Dual Enrollment paperwork and course placeholder labels.</p> | <p>0 0 . 0 0 0 5 1 0 0</p> | | <p>Paperwork required</p> |

