Campbell High School

2022-2023
Course Catalog

Revised 1/27/2022

THE ACADEMIC PROGRAM

Campbell High School operates on a two semester system. Each semester is about 18 weeks long. Credit is established in units. Students generally register for eight classes each year (four classes each semester) which meet every day for approximately 90 minutes and upon successful completion, carry one unit of credit per class. All courses carry credit. It is possible, therefore, to earn four units per semester, or eight units per year. The failure of any course results in no credit awarded.

Each course is independent of the other. Cobb County Board of Education Policy IHA states:

Once a student has received credit for a course, he may not repeat the course for additional credit or to improve his grade.

Elective courses are those you choose other than those specifically referred to in "Graduation Requirements." Additional math, science, social studies, or foreign language courses may be considered academic electives. Other elective courses include physical education, art, music, drama, career/technology, and some gifted classes.

As you choose a course of study, classes and levels of classes, please always have in mind your plans for after high school. The course of study for graduation from Campbell is based on the state requirements for a high school diploma. Many colleges have admission criteria that exceed these course requirements.

COURSE REQUESTS AND SCHEDULE CHANGES

Courses selected during registration should be considered final. Students will have the opportunity to review their schedules and request changes during schedule preview prior to the end of this school year. Please understand that it is not possible to honor requests for specific teachers, lunch periods or class placement within the day. The last day to request schedule changes for the 2021-2022 academic year will be during schedule preview in the later part of the spring semester.

However, if students have been improperly placed in a course, they will follow directions given the first day of class for DROP/ADD procedures. Additionally, administrative schedule changes may be made during the first ten days of each semester.

REGISTRATION DIRECTIONS

1. Read over all of the course descriptions in the 2021-2022 CHS Course Catalog to become familiar with courses that will be offered. Be sure to pay close attention to any Pre-requisite requirements and the credit associated with the course(s).

- (YL): Yearlong courses are 1 credit and are taken every other day the entire school year
- (Y): Semester courses are 1 credit and are taken every day for a semester; .5 Courses are ½ credit and are taken for 45 days during a semester. (Generally two .5 courses are taken together to equal 1 semester)
- (Q): Quarter courses are .5 credit and are taken for 9 weeks in correlation with another content course. Courses change at the 9 week point during the semester with the first course ending and student begin the second course for the remainder of the semester. Most common course pairings are Government/Principles of Economics and Health/Personal Fitness.
- You may be required to obtain teacher approval for any course that requires a Teacher Recommendation.

2. Select four (4) core courses (1 each from English, Math, Science, and Social Studies) and at least four (4) elective courses from those listed in the 2021-2022 CHS Course Catalog. Speak with your teacher to you decide which course placements are appropriate for you.

3. Current 9th, 10th and 11th grade students will complete Core registration through their current academic courses in November and in February for the upcoming school year. Elective registration will be held in during Spring semester.

* High School Graduation Requirements (Class of 2012 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 and must also satisfy any required EOC or Georgia High School Graduation Test requirement.

Subjects	Georgia High School Diploma
English	**4 Units Including:** 1 Unit 9th Grade Literature/Composition 1 Unit American Literature/Composition 2 additional English units
Mathematics	**4 Units Including:** GSE Algebra or Accelerated Math I (or equivalent) GSE Geometry or Accelerated Math II(or equivalent) GSE Adv Algebra or Accelerated Math III GSE 4th year or AP Stats, AP Calc
Science	**4 Units Including:** 1 Unit Biology 1 Unit Physics or Physical Science 1 Unit Chemistry or Earth Systems or Environmental 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 and/or World Language and/or Fine Arts	**3 Units from any of these areas** Students planning to enter a 4-year college should take a minimum of two units of the same world language. Students must earn three units of credit in a coherent sequence of CTAE course through a self-selected pathway leading to college readiness and a career readiness certificate endorsed by related industries.
Health and Physical Education	**1 Unit Including:** ½ Unit Health ½ Unit Personal Fitness
Electives	**4 Units**
TOTAL UNITS MINIMUM	23 Units

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

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

On the following pages, you will find an overview of the courses offered at Campbell. Many courses in English, Science, Math, and Social Studies (though not listed) are also offered for special education students who require accommodations and specialized instruction in a general education class.

English/Language Arts

The English Department has ***pre-course reading requirements*** for all English classes. Please visit the Campbell High School website for the summer reading requirements or contact the School Counseling Office.

Course Name/Description
9th Grade Literature/Composition (Y) is a college prep class which integrates composition, grammar and literature. It covers the writing process. The course will also include the development of vocabulary, speaking, listening, and researching skills.
Honors 9th Grade Lit/Comp (Y) is an accelerated college prep course designed for the student who has a serious interest in the interpretation of literature. It integrates writing, grammar and usage, speaking and listening. It includes reading a variety of literary genres: short stories, novels, poetry, drama and nonfiction, and emphasizes oral and written response to literature. (**Pre-requisite: teacher recommendation**)
World Literature/Composition (Y) is a college prep course, which surveys the works of the early literature of the world through the present day. Skills in literary analysis and critical thinking are stressed. Literary terms, vocabulary study, composition techniques and parallel readings will be incorporated. **(Pre-requisite: student must have received credit for ninth grade literature)**
Honors World Literature (Y) is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. It emphasizes developing skills in literary analysis and critical thinking. It integrates persuasive and narrative writing with the reading of literature from around the world. Students will explore understanding of literature through class discussion and oral and written presentations. **(Pre-requisite: student must have received credit in ninth grade literature with an 85 or above grade)**.
American Lit/Comp (Y) is a college prep class which surveys American works and authors and will provide writing experiences related to the interpretation of literature. Grammar, vocabulary development, listening, speaking and research will also be included. (**Pre-requisite: student must have received credit in ninth grade literature and tenth grade literature**).
AP English Language (American Literature) (Y) is a college level course that focuses on critical thinking, reading and writing through the study and discussion of expository, analytical and argumentative essays. It emphasizes the connection between reading and writing mature prose. Students completing this course are expected to take the AP exam. **(Pre-requisite: Student must have received credit in ninth and tenth grade literature courses with an 85 or above grade)**.
British Lit/Comp—Senior Lit (Y) is a college prep course which surveys British works and authors and provides writing experiences related to the interpretations of literature. Grammar, vocabulary development, listening, speaking and research will also be included. **(Pre-requisite: Student must have received credit in ninth, tenth and eleventh grade literature courses).**
Multicultural Lit/Comp—Senior Lit (Y) focuses on works by and about people of diverse ethnic backgrounds (African, African American, Native American, Asian, Hispanic/Latin). It stresses themes of cultural and linguistic diversity and develops critical thinking skills through class discussion and oral and written presentations. **(Pre-requisite: student must have received credit in ninth, tenth, and eleventh grade literature courses)**.
Dramatic Writing/Advanced Comp—Senior Lit (Y) This course focuses on the writing of scripts, screenplays, and dramatic works for television shows, feature films, and theatrical productions. The students will also learn how to read and analyze literature through the lens of adapting the work to the stage or screen. Embedded credit of Advance Comp will be earned.
AP English Literature (Y) is a college-level course that focuses on the reading and analysis of literary works and the writing of critical essays. Each semester is designed as an accelerated and enriching experience in analytical and critical thinking. It also pre-supposes that a student is proficient in composition. Students completing this course are expected to take the AP exam. **(Pre-requisite: student must have credit in ninth, tenth, and eleventh grade literature courses with an 85 or above grade)**.
AP American Studies (Y) students enrolled in this course take both AP Language (American Literature) and AP United States History both semesters. The course is designed to meet the requirements outlined by the College Board for each respective course. AP Language (American Literature) is a college level course that focuses on critical thinking, reading and writing through the study and discussion of expository, analytical and argumentative essays. It emphasizes the connection between reading and writing mature prose. The AP US History course covers United States history from the time of earliest settlements to the present. The course targets political and social aspects of history, but also includes diplomatic, economic and intellectual history. The course will involve extensive readings, independent study and frequent written

analysis to prepare students for the AP examination. Students completing this course are expected to take the AP exam. (Pre-requisites: student must have received credit in ninth and tech grade literature courses with an 85 or above grade and received credit in World History with teacher recommendation)

Mathematics

Course Name/Description
Foundations of Algebra/GSE Algebra I will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities. GSE Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. (Pre-requisite: Successful completion of the 8th grade mathematics)
GSE Algebra I (Y) is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. (Pre-requisites: Successful completion of Math 8 or AC Math and SMI Year-end Proficiency rating scores of 1140-1325)
Accelerated Algebra I /Geometry A (Y) this accelerated course consists of the entire course of GSE Algebra and the first ½ of GSE Geometry A. (Pre-requisite: Successful completion of the Accelerated 8th grade mathematics with semester grades of 85% or higher both semesters and teacher recommendation based on GA Milestones or EOC scores)
GSE Geometry (Y) is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. (Pre-requisite: students who completed GSE Algebra I in 8th grade with a grade less than 80% and teacher recommendation or earned credit in GSE Algebra I)
GSE Geometry Support (Y) the purpose of the Mathematics Support Class is 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. GSE Geometry Support is an elective class. (Pre-requisite: Algebra I and teacher recommendation based on EOCT scores and final grade lower than 75%)
Accelerated Geometry B/Algebra II (Y) this accelerated course consists of the second ½ of GSE Geometry B and the entire course of GSE Algebra II. (Pre-requisites: student must have credit in GSE Coordinate Algebra/Analytic Geometry A and teacher recommendation)
Honors Geometry (Y) is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. (Pre-requisites: Honors students must have completed GSE Algebra I in the 8th grade or 9th grade with an 80% and passing score on the EOC and/or teacher recommendation or students who earn credit in ACC Algebra I/Geometry A with a grade less than 80% and teacher recommendation)
Advanced Mathematical Decision Making (Y) this course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions. (Pre-requisites: student must have earned credit in GSE Coordinate Algebra, GSE Geometry and Advanced Algebra II or the honors equivalent)
GSE Algebra II (Y and H) this is the third in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. It requires students to: analyze polynomial functions of higher degree; explore logarithmic functions as inverses of exponential functions; solve a variety of equations and inequalities numerically, algebraically, and graphically; use matrices and linear programming to represent and solve problems; use matrices to represent and solve problems involving vertex-edge graphs; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies. The honors course contains additional topics. (Pre-requisite: student must have credit in GSE Geometry)

GSE Algebra II Support (Y)
the purpose of the Mathematics Support Class is 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. Algebra II Support is an elective class that should be taught concurrently with a student's regular GSE Algebra II class.

College Readiness Mathematics
is a fourth course option for students who have completed Algebra I or Coordinate Algebra, Geometry or Analytic Geometry, and Algebra II or Advanced Algebra. The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Algebra II or Advanced Algebra for non-STEM majors, so the course will meet the needs of college-bound seniors who will not pursue STEM fields.

Accelerated Pre-Calculus (Y)
this is the third in the sequence of accelerated mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. (Pre-requisites: Accelerated Geometry B/ Algebra II (Y) 90% or higher in Geometry Honors and Algebra II Honors.)

Pre-Calculus (Y)
This is a course in pre-calculus and statistics, designed to prepare students to enter college at the calculus level. (Pre-requisites: student must have credit in GSE Algebra I, GSE Geometry and GSE Algebra II or their equivalent

Calculus (Y)
This is a fifth course option in mathematics for students who have completed Pre-calculus or its equivalent. It includes problem solving, reasoning and estimation, functions, derivatives, applications of the derivative, integrals, and application of the integral. (Pre-requisite: student must have credit in ACC Pre-Calculus or Pre-Calculus or its equivalent)

AP Calculus AB (Y)
this is a fifth course option in mathematics and is an option for students who have completed Pre-calculus or its equivalent. The course focuses on topics in single-variable calculus and includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least one semester of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized throughout the course. Students completing this course are expected to take the AP exam. (Pre-requisite: teacher recommendation upon completion of Accelerated Pre-Calculus or Pre-Calculus)

Statistical Reasoning (Y)
this course provided experiences beyond the sequence of courses offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question. (Pre-requisites: student has earned credit in GSE Algebra, GSE Geometry and Advanced Algebra II)

AP Statistics (Y)
this is a fourth or fifth course option in mathematics for students who have completed CC GPS Adv. Algebra or higher. This course is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Probability is the tool used to anticipate future behavior of data associated with a given model. Statistical inference is the process used to make decisions stemming from observed. This course is designed for students who want to pursue studies or careers in the quantitative or scientific fields, or fields that rely on statistical analysis of pertinent data. Students completing this course are expected to take the AP exam. (Pre-requisite: teacher recommendation upon completion of Algebra II, Pre-Calculus or Accelerated Pre-Calculus)

Science

Course Name/Description
Biology (Y) is a course in which the students will learn and understand biological functions and systems on the cellular, genetic, evolutionary, systematic, and ecological levels. Students will also be able to implement applications of biological processes to everyday situations. **(Pre-requisites: student must have credit in Environmental Science or Earth Systems and 8th grade Math)**
Honors Biology (Y) is an accelerated course in which the students will learn and understand biological functions and systems on the cellular, genetic, evolutionary, systematic, and ecological levels. Students will also be able to implement applications of biological processes to everyday situations. **(Pre-requisites: AC Physical Science (grade of 80% or higher) or Physical Science (grade of 90% or higher) and Accelerated 8th Grade Math (grade of 80% or higher) or 8th Grade Math (grade of 90% or higher)**
AP Biology (Y) AP Biology is designed to be the equivalent of a college introductory biology course usually taken by biology or other science majors during their first year. The Advanced Placement course in biology differs significantly from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered, laboratory work done by students, and the time and effort required of students. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Some students, as college freshmen, are permitted to undertake upper-level courses in biology or register for courses for which biology is a Prereq. after achieving an adequate score on the optional Advanced Placement Examination.
Chemistry (Y) is a study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern day industry and economics. Because of the abstract nature of atoms and molecules there is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis. **(Pre-requisites: student must have received 1 unit of science credit and 1 unit of credit in GPS Algebra or Coordinate Algebra)**
Honors Chemistry (Y) is an accelerated introduction to the study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern day industry and economics. Because of the abstract nature of atoms and molecules there is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis. There is a significant amount of math. **(Pre-requisites: Honors Biology (grade of 80% or higher) or Biology (grade of 90% or higher) and ACC Coordinate Algebra/Analytic Geometry A (grade of 80% or higher) or Coordinate Algebra (grade of 90% or higher)**
AP Chemistry (Y) is designed to be the equivalent of a college introductory chemistry course usually taken by students who have an interest in biological sciences, physical sciences, or engineering. The Advanced Placement Chemistry course expands the knowledge and skills gained during the introductory high school chemistry course. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry. Students completing this course are expected to take the AP exam. (Pre-requisites: student must have received 1 unit of credit in Biology and 1 unit of credit in Chemistry and teacher recommendation)
Physics (Y) is a detailed study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, asound, and electromagnetic energies. Electromagnetic energies include optics, electricity and magnetism. Vector mathematics and Algebraic analysis are used extensively**. (Pre-requisites: student must have received 1 credit in Biology and 1 credit in GPS Algebra or Coordinate Algebra or Analytic Geometry (can be concurrent))**
Honors Physics (Y) is an accelerated, in depth study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics and electricity and magnetism. Vector mathematics and Algebraic analysis are used extensively. **(Pre-requisites: Honors Chemistry (grade of 80% or higher) or Chemistry (grade of 90% or higher) and ACC Analytic Geometry/Advanced Algebra (grade of 80% or higher) or Analytic Geometry (grade of 90% or higher)**
ESL Physics (Sheltered) (Y) provides language support for ESL students to make required accommodations in strategies. This class is taught by a Science teacher. Only students identified as ESL have the option of registering for this course. (Pre-requisites: student must have received 1 unit of science credit and 1 unit in Algebra I)
AP Physics B (Y) provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. The course ordinarily forms both parts of the college sequence that serves as the foundation in physics for students majoring in pre-medicine or applied sciences. Some students, as college freshmen, are permitted to undertake upper-level courses in physics or register for courses for which physics is a Pre-requisite after achieving an adequate score on the optional Advanced Placement

Examination. Students completing this course are expected to take the AP exam. (Pre-requisites: student must have received 1 unit of credit in Biology and 1 unit of credit in Chemistry and teacher recommendation)

Human Anatomy/Physiology (Y)
is designed to give the student a overview of the structures and functions of the major systems of the human body. The course is intended for a student who is interested in pursuing a career in various medical fields and physical education. **(Pre-requisite: Student must have teacher referral and successfully completed all 3 required sciences Biology, environmental/chemistry, and physics)).**

Honors Human Anatomy/Physiology (Y)
is an accelerated course designed to give the student an in-depth look at the structures and functions of the major systems of the human body. The course is intended for the student who is interested in pursuing a career in the medical fields or who is interested in advanced competency in medical science. **(Pre-requisite: Student must have teacher referral and successfully completed all 3 required sciences Biology, environmental/chemistry, and physics)).**

Environmental Science (Y)
is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment. (Pre-requisites: student must have received credit in 8th Grade Science and credit in 8th Grade Math)

Forensic Science (Y)
in this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence. **(Pre-requisites: student must have received 1 unit of credit in Biology and 1 unit of credit in earth science course)**

Zoology (Y)
is a systematic study of the animal kingdom and their basic identification characteristics. Emphasis will be placed on comparative anatomy, as well as on the methods that each phyla uses to accomplish the basic life processes. **(Pre-requisite: Student must have teacher referral and successfully completed all 3 required sciences Biology, environmental/chemistry, and physics)).**

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. Students completing this course are expected to take the AP exam.

Social Studies

Course Name/Description
American Government (Quarter course – 9 weeks) 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 of government. (Pre-requisite: student must have received credit in U.S. History) Students enrolled in this course earn .5 credit.
Honors American Government (Quarter course – 9 weeks**)** is an accelerated 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. Also, the functions of our executive, legislative, and judicial branches of govt. will be studied. **(Pre-requisites: student must have received credit in U.S. History and teacher recommendation) Students enrolled in this course earn .5 credit.**
AP U. S. Government (Y) conforms to the College Board topics for AP American Government which is the study of local, state, and federal government functions. Focus areas include the development of the political system, federalism, political parties, and political theory. Also, the executive, legislative and judicial branches will be studied. **(Pre-requisite: student must have received credit in U.S. History and teacher recommendation)**
AP Comparative Government (Y) conforms to the College Board topics for the Advanced Placement Comparative Government and Politics Examination. The course covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and introduction to comparative politics. **(Pre-requisite: student must have received credit in U.S. History and teacher recommendation)**
Principles of Economics (Quarter course 9 weeks) is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary and fiscal policies, and international trade. (**Pre-requisite: student must have received credit in U.S. History**) **Students enrolled in this course earn .5 credit.**
Honors Principles of Economics (Quarter course 9 weeks) is an accelerated study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary and fiscal policies, and international trade. **(Pre-requisite: student must have received credit in U.S. History and teacher recommendation) Students enrolled in this course earn .5 credit.**
AP Microeconomics (Y) is a course designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and function in product markets, and includes the study of factor markets and the role of government. Students completing this course are expected to take the AP exam. **(Pre-requisite: student must have received credit in U.S. History and teacher recommendation)**
Sociology (Y) is a study of human society and social behavior. The course provides students with a basic understanding of how humanity is shaped largely by the groups to which people belong and by the social interaction that take place within those groups. Societal problems in the United States will also be discussed. **(Pre-requisite: students in grades 10-12)**
Psychology (Y) gives a general overview of the principles and concepts of psychology, including learning theory, perception, intellectual, and social development, abnormal behavior, and interpersonal relationships. The purpose of this course is to provide students with a better understanding of the dynamics that shape our own behaviors as well as the behaviors of others. **(Pre-requisite: students in grades 11-12)**
AP Psychology (Y) is a college level survey course with study in Learning Theory, Abnormal Behavior, and Social Psychology. Extensive reading, writing and statistical analyses are required by students. The course follows the AP Psychology curriculum. Students completing this course are expected to take the AP exam. **(Pre-requisite: teacher recommendation)**

AP Human Geography (Y)

introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alternation of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Examines methods and tools geographers use in their science and practice. The course follows the AP Human Geography curriculum. Students are expected to take the AP exam. **(Pre-requisites: 9th grade students only and teacher recommendation)**

World Geography (Y)

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

Honors World Geography (Y)

Honors level course is designed for students who have proficiency in geographic skills and concepts and provides a more in-depth overview of physical and cultural geography.

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 evolvement from colonization to its current position as a world leader. The student will also be encouraged to think independently. **(Pre-requisite: student must have earned credit in World History)**

Honors U.S. History (Y)

an accelerated study 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 evolvement from colonization to its current position as a world leader. The student will also be encouraged to think independently. **(Pre-requisite: student must have earned credit in World History)**

AP American Studies (Y)

students enrolled in this course take both AP Language (American Literature) and AP United States History both semesters. The course is designed to meet the requirements outlined by the College Board for each respective course. AP Language (American Literature) is a college level course that focuses on critical thinking, reading and writing through the study and discussion of expository, analytical and argumentative essays. It emphasizes the connection between reading and writing mature prose. The AP US History course covers United States history from the time of earliest settlements to the present. The course targets political and social aspects of history, but also includes diplomatic, economic and intellectual history. The course will involve extensive readings, independent study and frequent written analysis to prepare students for the AP examination. Students completing this course are expected to take the AP exam. (Pre-requisites: student must have received credit in ninth and tech grade literature courses with an 85 or above grade and received credit in World History with teacher recommendation)

AP U.S. History (Y)

conforms to the College Board topics for advanced placement. The course covers United States history from the time of earliest settlements to the present. The course targets political and social aspects of history, but also includes diplomatic, economic and intellectual history. The course will involve extensive readings, independent study and frequent written analysis to prepare students for the AP examination. Students completing this course are expected to take the AP exam. **(Pre-requisites: student must have earned credit in World History and teacher recommendation)**

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.

Honors World History (Y)

an accelerated study 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, problem solving, reading, and writing are stressed.

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. Students completing this course are expected to take the AP exam. **(Pre-requisite: teacher recommendation and 1 unit of credit in AP Human Geography is strongly recommended)**

AP European History (Y)

provides students with knowledge of the basic chronology of major events and trends in Europe from 1450 to the present. The course is designed to help students develop an understanding of the principal themes in modern European history. Advanced writing skills are required since students must analyze historical evidence and express historical understanding to prepare for the AP examination. Students completing this course are expected to take the AP exam. **(Pre-requisites: student must have earned credit in World History and teacher recommendation)**

Foreign Language

Course Name/Description
French I (Y) is an introduction to the language and culture of France and other French-speaking countries. The course will enable students to attain a Novice-Mid to Novice-High level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication. Emphasis is given on oral proficiency.
French II (Y) is designed to enable students to attain Intermediate-Low level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication with emphasis on oral proficiency. The student will acquire ability for limited personal communication and anappreciation of diversity in the French-speaking world. **(Pre-requisite: student must have earned credit in French I)**
Honors French III (Y) is designed to further develop students' communicative ability to the Intermediate-Mid proficiency level and their cultural appreciation of theFrench-speaking world. The students will be able to participate in a variety of oral and written activities. **(Pre-requisites: student must have earned credit in French II**)
Honors French IV (Y) is designed to increase oral and written proficiency at the Intermediate level and to provide intensive study of the culture, geography and history of the French-speaking world. **(Pre-requisites: student must have earned credit in Honors French III)**
AP French Language and Culture (Y) is designed to further increase students' proficiency through in-depth study of the language and its cultures. The expectation is that after taking the course students will take the AP exam as well. **(Pre-requisites: student must have earned credit in Honors French IV with a grade of 80% or higher and/or teacher recommendation)**
Japanese I (Y) is an introduction to the language and culture of Japan. The course will enable students to attain a Novice-Low to Novice-Mid level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication. Emphasis is given to oral proficiency.
Japanese II (Y) is designed to enable students to attain Novice-Mid level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication with emphasis on oral proficiency. The student will acquire ability for limited personal communication and anappreciation of Japanese culture. **(Pre-requisite: student must have earned credit in Japanese I)**
Honors Japanese III is designed to develop further students' communicative ability to the Intermediate-Mid proficiency level and their appreciation of the Japanese culture. The students will be able to participate in a variety of oral and written activities. **(Pre-requisites: student must have earned credit in Japanese II with a grade of 80% or higher and/or teacher recommendation)**
Honors Japanese IV (Y) is designed to develop further students' communicative ability to the Novice-High to Intermediate-Low proficiency level and their appreciationof the Japanese culture. The students will be able to participate in a wider variety of rehearsed and predictable oral and written activities and will begin to create with the language with increasing accuracy. **(Pre-requisites: student must have earned credit in Japanese III with a grade of 80% or higher and/or teacher recommendation)**
Honors Japanese V (Y) Is designed to develop further students' communicative ability to the Intermediate-Low proficiency level and their appreciation of the Japanese culture. The students will be able to participate in everyday situations by creating with the language with increased accuracy.(**Pre-requisites: student must have earned credit in Japanese IV with a grade of 80% or higher and/or Teacher recommendation)**

AP Japanese Language and Culture

is designed to develop further students' proficiency through in-depth lessons on the language and culture conducted at least 90% in Japanese. Students will strengthen their typing skills in Japanese. Students completing this course are expected to take the AP exam. (Pre-requistes:student must have earned credit in Japanese IV with a grade of 85% or higher and/or teacher recommendation)

Spanish I (Y)

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

Spanish II (Y)

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

Honors Spanish III (Y)

is designed to develop further 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. **(Pre-requisites: student must have earned credit in Spanish II with a grade of 80% or higher and/or teacher recommendation)**

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. **(Pre-requisites: student must have earned credit in Honors Spanish III with a grade of 80% or higher and/or teacher recommendation)**

Spanish for Native Speakers I (Y)

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

Spanish for Native Speakers II (Y)

is designed for the Spanish Heritage Speaker and will focus on advanced skills in reading, writing, listening, and speaking. Essay development, novel reading, and an in-depth study of culture, literature, and history of the Spanish-speaking world are integral to this course. (Pre-requisite: student must have earned credit in Spanish for Native Speakers I)

Spanish for Native Speakers III (Y)

is designed for the Spanish Heritage Speaker and will focus on advanced skills in reading, writing, listening, and speaking. Essay development, novel reading, and an in-depth study of culture, literature, and history of the Spanish-speaking world are integral to this course. (Pre-requisite: student must have earned credit in Spanish for Native Speakers II)

AP Spanish Language and Culture (Y)

is designed to further increase students' proficiency through in-depth study of the Spanish language and its cultures. The expectation is that after taking the course students will take the AP Spanish Language and Culture exam as well. (Pre-requisites: student must have earned credit in Honors Spanish IV or Spanish for Native Speakers II/III with a grade of 80% or higher and teacher recommendation)

AP Spanish Literature and Culture (Y)

is an advanced course that explores in depth literary products of the Spanish-speaking world from a required list of authors. The expectation is that after the course students will take the AP Spanish Literature and Culture exam as well. (Pre-requisites: student must have earned credit in Honors Spanish IV or Spanish for Native Speakers II/III with a grade of 80% or higher and teacher recommendation)

ESOL

Course Name/Description
English
Reading in the Content Areas I/II/III (ESOL) (Y) this course contains the same GPS standards as Current Topics in Reading I. Adaptations in presentation are made to accommodate the needs of ESOL students.
Reading in the Content Areas IV (ESOL) (Y) this course provides fundamental skills development in all areas of English Language Arts using the Read 180 Program Stage C. Adaptations in presentation are made to accommodate the needs of ESOL students.
Writing in the Content Areas (ESOL) (Y) this course contains the same GPS writing standards as 9th Literature. Adaptations in presentation are made to accommodate the needs of ESOL students.
ESOL 9th Lit/Comp (Y) is a college prep class that integrates composition, grammar and literature. It covers the writing process. The course will also include the development of vocabulary, speaking, listening, and researching skills. Adaptations in presentation are made to accommodate the needs of ESOL students.
ESOL World Lit/Comp (Y) is a college prep course which has a balance of literary genres, essay development and grammar. The development of vocabulary, speaking, listening and research skills will be included. Adaptations in presentation are made to accommodate the needs of ESOL students.
ESOL American Lit/Comp (Y) is a college prep class which surveys American works and authors and will provide writing experiences related to the interpretation of literature. Grammar, vocabulary development, listening, speaking and research will also be included. Adaptations in presentation are made to accommodate the needs of ESOL students.
ESOL Multicultural Lit/Comp—Senior Lit (Y) The course focuses on world literature by and about people of diverse ethnic backgrounds. It contains the same GPS standards as Multicultural Lit/Comp. Adaptations in presentation are made to accommodate the needs of ESOL students.
ESOL British Lit/Comp—Senior Lit (Y) is a college prep course that surveys British works and authors and provides writing experiences related to the interpretations of literature. Grammar, vocabulary development, listening, speaking and research will also be included. Adaptations in presentation are made to accommodate the needs of ESOL students.
Mathematics
ESL Foundations of Algebra/ ESL GSE Algebra I See description above. This course is designed for the student for whom English is a second language. (Pre-requisite: All active ESOL students with successful completion of the 8th grade mathematics)
ESL GSE Geometry (Y) (Sheltered) Provides language support for ESL students to make required accommodations in strategies. This class is taught by a Math teacher. Only students identified as ESL have the option of registering for this course. (Pre-requisite: student must have credit in GSE Algebra I)
ESL GSE Geometry Support (Y) The purpose of the Mathematics Support Class is 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. GSE Geometry Support is an elective class. Provides language support for ESL students to make required accommodations in strategies. This class is taught by a Math teacher. Only students identified as ESL have the option of registering for this course. (Pre-requisites: Algebra I and teacher recommendation based on EOCT scores and final grade lower than 75%)
ESOL GSE Algebra II (Y) Advanced Algebra / Statistics this is the third in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. It requires students to: analyze polynomial functions of higher degree; explore logarithmic functions as inverses of exponential functions; solve a variety of equations and inequalities numerically, algebraically, and graphically; use matrices and linear programming to represent and solve problems; use matrices to represent and solve problems involving vertex-edge graphs; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections. Adaptations in presentation are made to accommodate the needs of ESOL students.
ESOL Algebra II Support (Y) the purpose of the Mathematics Support Class is 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. GPS Advanced Algebra Support is an elective class that should be taught concurrently with a student's regular GPS Advanced Algebra class. Adaptations in presentation are made to accommodate the needs of ESOL students.

Science

ESOL Biology (Y)
is a course in which the students will learn and understand biological functions and systems on the cellular, genetic, evolutionary, systematic, and ecological levels. Students will also be able to implement applications of biological processes to everyday situations. Adaptations in presentation are made to accommodate the needs of ESOL students.

ESOL Chemistry (Y)
is a study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern day industry and economics. Because of the abstract nature of atoms and molecules there is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis. Adaptations in presentation are made to accommodate the needs of ESOL students.

ESOL Physics (Y)
is a detailed study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics and electricity and magnetism. Vector mathematics and Algebraic analysis are used extensively. Adaptations in presentation are made to accommodate the needs of ESOL students.

ESOL Environmental Science (Y)
is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment. Adaptations in presentation are made to accommodate the needs of ESOL students.

Social Studies

ESOL American Government (Quarter course 9 weeks) Push-in
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. This class is taught by a Social Studies teacher with the language support of an ESOL teacher.

Principles of Econ (Quarter course 9 weeks) Push-in
is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary and fiscal policies, and international trade. This class is taught by a Social Studies teacher with the language support of an ESOL teacher.

ESOL US 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 evolvement from colonization to its current position as a world leader. The student will also be encouraged to think independently. EOCT.

ESL World Geography (Y)
is an overview of physical and cultural geography. Additionally, an awareness of similarities and differences in human needs and behaviors is developed. Skills acquired in this course are integral parts of World History and US history. Adaptations in presentation are made to accommodate the needs of ESOL students.

ESL 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. Adaptations in presentation are made to accommodate the needs of ESOL students.

Physical Education

Course Name/Description
General PE (Y) Focuses on any 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. Provides basic methods to attain a healthy and active lifestyle.
Introduction to Team Sports (Y) is designed to introduce students to three different team sports, with no one sport less than 4 weeks or longer than 8 weeks. Those from which the selection is made include the following: basketball, gym hockey, soccer, speedball, flag football, ultimate Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity. Grades 9-12
Intermediate Team Sports (Y) provides an opportunity for the students to become more proficient in team sports by advancing their level of skill, strategy and officiating. Grades 9-12 **(Pre-requisite: student must have earned credit in Introduction to Team Sports)**
Advanced Team Sports (Y) provides an opportunity for the students to become more proficient in team sports by advancing their level of skill, strategy and officiating. Grades 10-12 **(Pre-requisites: student earned credit in Introduction and IntermediateTeam Sports)**
Introduction to Lifetime Sports (Y) is designed to introduce students to three different lifetime sports with no one sport less than 4 weeks and not more than 8 weeks.Those from which the selection is made include the following: archery, badminton, bowling, golf, handball, pickle ball, racquetball, table tennis, tennis and wall ball. Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motorskills of each selected activity. Grades 9-12.
Intermediate Lifetime Sports (Y) is designed for students to refine existing skills and become more aware of the technical aspects of lifetime sports. Grades 9-12 (**Pre-requisite: student must have earned credit in Introduction to Lifetime Sports)**
Advanced Lifetime Sports (Y) is designed for students to refine existing skills and become more aware of the technical aspects of lifetime sports. Grades 10-12 **(Pre-requisites: student must have earned credit in Introduction and Intermediate Lifetime Sports)**
Introduction to Aerobic Dance (Y) is designed to introduce students to a rhythmic program of activities, which promote the development of health related fitness. The course will provide a balance of instruction each week developing cardiovascular endurance, flexibility, and muscular strength and endurance. Activities may include rhythmic jogging, running, aerobic dance, slimnastics, stretching exercises, and creative movement exercises. Grades 9-12
Advanced Aerobic Dance (Y) offers continuation of activities covered in the Intermediate Aerobics course. It includes the continuation of cardiovascular and muscular strength training and emphasizes diet and stress mgt. Grades 10-12 **(Pre-requisite: student must have earned credit in Introduction to Aerobic Dance and Intermediate Aerobic Dance)**
Introduction to Weight Training (Y) is designed to introduce students to a weight-training program that will promote over-all body fitness. The student will be exposed to different types of weight equipment and methods of training with weights. The student will also gain knowledge of the different types of exercises, correct techniques of executing the various exercises, proper breathing, and the safety factors involved in spotting. Grades 9-12

Advanced Weight Training (Y)

is designed to build on the principles and concepts taught in Intermediate Weight Training to promote over-all body fitness. Grades 10-12 **(Pre-requisites: student must have earned credit in Introduction to Weight Training and Intermediate Weight Training)**

Physical Conditioning (Y)

provides opportunities for students to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits and assessment of personal fitness levels. Grades 9-12

Advanced Physical Conditioning (Y)

provides opportunities for students to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Course includes fitness concepts for the development of healthy lifetime habits and assessment of personal fitness levels. Grades 9-12 (**Pre-requisite: student must have earned credit in Physical Conditioning**)

Health Quarter course- 9 weeks (Y) for those entering with Personal Fitness Credit

provides a direct and factual approach to health education that is practical, personal, and positive. Health topics include safety, drug education, nutrition, personal health, growth and development building self-esteem and relationship skills. By acquiring the knowledge, attitudes, and skills necessary to a healthful life, students learn to take responsibilities for their own health. This course is required for graduation. Grades 10-12. Students will earn .5 credit for this course.

Personal Fitness Quarter course- 9 weeks (Y) for those entering with Health Credit

is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course will emphasize successful strategies for maintaining good cardiovascular endurance, flexibility, muscular strength, muscular endurance and body composition. It will follow a conceptual approach dealing with: the nature of fitness, assessing individual fitness, developing and maintaining a life-long fitness program, and developing an appreciation for efficient movement by viewing it as both an art and a science. This course is required for graduation. Grades 10-12**.** Students will earn a .5 credit for this course.

Health and Personal Fitness Combined—Semester (Y)

Same as course description above but in a year long class.

For Freshmen entering Fall 2017 and complete 3 courses JROTC will also receive credit for Health/PF

Music and Fine Arts Electives

Course Name/Description		
Band		
Spartan Band (Beginning Band I/II) This is a yearlong course. Students are expected to register for Fall and Spring.	The Spartan Band (Concert Band II) is primarily composed of freshmen students. The Spartan Band is meant to be a progressive step from middle school band. Spartan band students will focus heavily on technique, musical terminology, and developing a practice routine; as well as beginning to perform varied repertoire, exposing the students to several composers, styles, and levels of musical expression. There is a course fee per semester of enrollment for this class.	Spartan Band is for all 9th grade woodwind, brass, and percussion students with at least one (1) year of middle school band instruction/credit.
Concert Band (Intermediate Band I/II/III/IV) This is a yearlong course. Students are expected to register for Fall and Spring.	The Concert Band I is meant to be a progressive step from the Spartan Band to the Symphonic Band level of musicianship. Concert Band students will learn expanded technique, develop independent music preparation skills, perform varied repertoire, exposing the students to several composers, styles, and levels of musical expression. There is a course fee per semester of enrollment for this class. This is a year long course (must register for Fall/Spring)	Concert Band is for 10th-12th grade woodwind, brass, and percussion students with previous high school band instruction/credit and placement audition. Incoming freshmen may audition for placement into Concert Band during the spring of their 8th grade year.
Symphonic Band (Advanced Band I/II/III/IV) This is a yearlong course. Students are expected to register for Fall and Spring.	Students within this ensemble are expected to demonstrate a high level of personal and musical maturity, including independent music preparation and outside auditions such as honor band and all-state. Students in the Symphonic Band will work to develop skills needed to transition from a high school to a collegiate level performance ensemble. There is a course fee per semester of enrollment for this class.	Symphonic Band is for 10th-12th grade woodwind, brass, and percussion students with previous high school band instruction/credit and placement audition.
Orchestra		
Beginning Orchestra I/II This is a yearlong course. Students are expected to register for Fall and Spring.	This is a string instrument performance class for instrumentalists that have previous experience. The course focuses on the fundamentals of tone production, music reading, and performance. **All 9th grade Orchestra students with at least 1 year of middle school Orchestra credit.**	9th-12th
Intermediate Orchestra I/II This is a yearlong course. Students are expected to register for Fall and Spring.	This is an intermediate string instrument performance class for instrumentalists that have previous experience. Students can read music and have an understanding of individual and ensemble performance skills.	9th-12th Teacher Recommendation
Advanced Orchestra I/II This is a yearlong course. Students are expected to register for Fall and Spring.	This is an advanced orchestra performance class for instrumentalists that have solid training in performance fundamentals. Students will deepen their understanding of individual and ensemble performance skills through the performance of advanced literature**.**	9th-12th Teacher Recommendation
Chorus		
Treble Choir (Beginning Choral Ensemble 1/11, Intermediate Choral Ensemble 1/IV) This is a yearlong course. Students are expected to register for Fall and Spring Semester.	This is a beginning and intermediate level class for treble voiced students (soprano and alto) of all grades 9-12. Students will learn (or review) the basics of vocal technique, diction, music theory, sight singing, vocal production, tone building and learn solo skills and choral ensemble skills. This course is a pre-requisite class for all upper level chorus classes. Students in this course will have the opportunity to participate in district and state level honor chorus	9th-12th

Tenor/Bass Choir (Beginning Men's Chorus1/11, Intermediate Men's Chorus 1/11, Advanced Men's Chorus 1/11) This is year long course and students are expected to register for fall and spring semester	This multi-level class for bass clef voiced students (tenor and bass) of all grade 9-12th. Students will learn or review the basics of vocal technique, diction, music theory, sight singing, vocal production, tone building, and learn solo skills and choral ensemble skills. This course is a pre-requisite for all upper level chorus classes. Students in this course will have the opportunity to participate in district and state level honor choruses	9th-12th
CHS Select (Advanced Women's Chorus, I-IV Mastery Women's Chorus I-II)` This is a yearlong course. Students are expected to register for Fall and Spring Semester.	This is the top-level course for chorus students. Students at this level will learn advanced choral literature and will be expected to be proficient in the musical elements taught at the beginner and intermediate level. Students re-audition for this course each year. Students in this course will have the opportunity to participate in district and state-level honor choruses.	10th - 12th By Audition Only
General Music		
AP Music Theory	This course is designed to provide college-level training. It will require students to read, notate, and compose music as well as develop skills in harmonization, techniques of modulation, key relationships, and notational skills. Students completing this course are expected to take the AP exam.	10th-12th Teacher Recommendation
Theater Arts		
Fundamentals of Theatre I	This are course introduces and develops a working basic knowledge of theatre skills including: script analysis, improvisation, theatrical methods, acting, technical theatre, directing, dramaturgy, other art forms, history, theatre business, critiquing, and theatre etiquette. This course offers opportunities performance opportunities.	9th -12th
Fundamentals of Theatre II	This course continues to develop the basic theatre skills with a focus on character/scene study and monologue /scene work. Students will be introduced to audition and resume skills. This course offer opportunities to utilize scene work and audition techniques through performance opportunities.	9th-12th A "B" or higher in Fundamentals of Drama I
Fundamentals of Theatre III	This course develops advanced acting theatre skills with a focus on children's theatre. Students will be introduced to core skills that a performance or theatre professional must have to produce work for an audience of children. This course offers the opportunity to perform a full-length play for local elementary school students.	10th-12th A "B" or higher in Fundamentals of Theatre II
Fundamentals of Theatre IV	This course will challenge students to interpret and perform characters and scenes from a variety of classical theatre work for the stage. Working in pairs, students will function as both directors and actors, bringing scene-work-in-progress first to the instructor for critique/revision, and subsequently to other members of the class for more general discussion. These theatrical concepts and techniques will be applied to an actual classical theatre production. Attendance or participation at after school, evening and weekend events is required.	10th-12th A "B" or higher in Fundamentals of Theatre III
Technical Theatre I	Introduces technical aspects of play production: set design, set construction, stage management, lighting design, sound, publicity, and costume design.	9th-12th A "B" or higher in Fundamentals of Theatre I

Technical Theatre II-IV (Fall & Spring)	This course is designed to train students in lighting design, set design and construction, stage management, and sound design. These courses have been enhanced to meet the needs of the performing arts center. Students will build portfolios as they assist in conception, design, and execution of technical aspects for actual theatre productions. Attendance or participation at after school, evening and weekend events is required.	9^{th} – 12^{th} Must have a "B" or higher in previous tech courses to advance to the next level.
Musical Theatre I-IV	These courses offer students the opportunity to explore the elements of play production with an emphasis on acting, singing, and dancing.	Audition 9^{th}-12^{th} Must have a "B" or higher in Fundamentals of Drama
Advanced Acting I-IV	These courses deal primarily with applying theatrical concepts and techniques to actual productions. Included are the basic premises of dramatic theory, criticism, production design and character development methods. These courses deal primarily with internal technique of acting as taught by Stanislavski and continued by Sanford Meisner. Included also are lessons in performing monologues, auditioning, and improvisational techniques. Attendance or participation at after school, evening and weekend events is required. .	Audition 9^{th} – 12^{th} A "B" or higher in Fundamentals of Drama I
Visual Arts		
VA Comprehensive	This course introduces art history, criticism and studio production. It emphasizes the ability to understand and use the elements of art and principles of design through a variety of media processes and visual resources	9^{th}-12^{th}
Ceramics/Sculpture I&2	These courses introduce the characteristics of clay and design using various techniques of construction and surface elements. 3-D design and sculptural processes are explored using a variety of media. Studio processes are emphasized and students are involved in firing and presenting their clay work.	9^{th}-12^{th} VA Comprehensive
Drawing/Painting I	This course introduces drawing and painting techniques and a variety of drawing and painting media. Emphasizes development of drawing and painting skills and utilizes problem solving skills to achieve desired results.	9^{th}-12^{th} VA Comprehensive
Drawing/Painting II	This course enhances skills acquired in the level one course and provides additional opportunities to apply drawing/painting methods. Emphasizes development of drawing and painting skills from observation and utilizes problem solving skills to achieve desired results. Stresses critical analysis of master paintings and drawings of different styles and historical periods.	9^{th}-12^{th} Drawing / Painting 1
AP Studio Art Drawing *Application only class*	Students will be required to investigate all three areas of the portfolio which include Quality, Concentration, and Breadth as outlined by the AP Studio Art Course. Studentsare expected to develop mastery in concept, composition, and execution of ideas. Students will be creating 24 piecesof artwork over a period of one year. Focus will be on the Elements and Principles of Art. Students will be required to investigate all three areas of the portfolio which include Quality, Concentration, and Breadth as outlined by the AP Studio Art Course. Students are expected to develop mastery in concept, composition,	9^{th}-12^{th} Drawing/Painting I and IITeacher Recommendation

AP Studio Art 2D *Application only class*	and execution of ideas. Students will be creating 24 pieces of artwork over a period of one year. Focus will be on In this class students will undergo a rigorous curriculum focusing on a broad investigation of drawing issues and utilization of the mark making skills. The artwork should demonstrate students drawing ability in terms of using mark making to show value, depth/form, space, contour, and a variety of line qualities.	9th-12th Drawing/Painting I and II Teacher Recommendation
AP Studio Art 3D *Application only class*	Students will be required to investigate all three areas of the portfolio which include Quality, Concentration, and Breadth as outlined by the AP Studio Art Course. The 3D portfolio addresses sculptural issues, and the student should demonstrate understanding of design principles as related to depth and space. Media may include but is not limited to plaster, clay, stone, wood, wire, paper, and found objects.	9th-12th Sculpture and Ceramics Teacher Recommendation

Career and Technology Pathways

Broadcast & Video Production		
Audio-Video Technology Film I	develop skills in basic theory, practice and operations of a television studio, the portable camera, and videotape editing. Through problem-solving activities, projects, and discussions, knowledge of how video/film affects life and society will be demonstrated. (First course in the Broadcast/Video Career Pathway)	9th-12th Grade of 75% or higher in English courses
Audio-Video Technology Film II	enhance level-one skills by providing more in-depth and specialized experiences in video and film equipment operation. (Second course in Broadcast/Video Career Pathway)	10th-12th Audio-Video Technology Film I
Audio-Video Technology Film III	enhances level-two skills and provides entry-level occupational skills. (Third course in the Broadcast/Video Career Pathway)	10th-12th Audio-Video Technology Film I and II
Audio-Video Technology Film IV	enhances level-three skills and provides instruction in producing a broadcast production. Students will be able to perform at an independent level of proficiency in an area of specialization. (Supplemental course in the Broadcast/Video Production Pathway)	10th-12th Audio-Video Technology Film I-III
Audio-Video Technology Film II-VII	utilize the skills developed Audio-Video Technology Film courses in student led productions.	Audio-Video Technology Film
Web and Digital Design		
Introduction to Software Technology	IST is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of things, Programming, Web and Digital Design and Web development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in software development, programming language, App creation and user interfacing applications are all taught in a computer lab with hands on activities and project-focused tasks.	9th-11th
Digital Design	This is the second course in the Web & Digital Design Pathway. Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video, and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site.	10th-12th Introduction to Software Technology
Web Design	Web Design is the third course in the Web and Digital Design pathway. Taking this course will equip students will the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site. At the end of this course (or in other words at the end of the Web and Digital Design Pathway), the W3Schools HTML Certification exam will be administered so students can be industry certified in web design.	10th-12th Introduction to Software Technology & Digital Design
Computer Science Principles	An intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. Emphasized in the course are the content, practices, thinking and skills central to the discipline of computer science. Focus will include computational thinking practices such as connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science.	10th -12th Introduction to Software Technology

Advanced Placement Computer Science Principles	Introduces the central ideas of computer science, inviting students to develop the computational thinking vital for success across multiple disciplines. This course focuses on fostering creativity and encouraging students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. Students can take this course or Computer Science Principles to meet the pathway requirement.	10th-12th GSE Algebra I Introduction to Software Technology
Programming, Games, Apps, and Society	Is designed for students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world.	10th-12th Introduction to Software Technology Computer Science Principles

Engineering		
Foundations of Engineering and Technology	provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems and processes of invention and innovation. The course includes individual, team and group activities. First course in the Engineering and Technology Pathway.	9th-12th
Engineering Concepts	Introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design; apply engineering tools and procedures; and complete hands-on activities.	10th-12th Foundations of Engineering
Engineering Applications	Enhances skills learned in Engineering Concepts. Students research and/or design an engineering project and complete hands-on activities with tools, materials and process they develop	10th-12th Foundations of Engineering Engineering Concepts
Early Childhood Education		
Early Childhood Education I	Addresses the major responsibilities for the care, guidance, and instruction of young children in an early childhood education setting. First course in the Early Childhood Education Pathway.	9th-12th
Early Childhood Education II	Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.	10th-12th ECEI or Human Growth and Development
Early Childhood Education Practicum	The practicum offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). This field experience may be used as partial requirements for the candidate to earn the nationally recognized CDA credential. The practicum stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.	10th-12th ECEI or Human Growth and Development and ECEII

Plant Science/Horticulture		
Basic Agricultural Science and Technology	introduces major areas of scientific agricultural production and research. First course in the Plant Science/Horticulture Pathway.	9th-12th
General Horticulture and Plant Science	students learn methods to produce, process, and market plants, shrubs and trees used for ornamental, recreational, and aesthetic purposes and to establish, maintain and manage horticultural enterprises	10th-12th Basic Agricultural Science
Landscape Design and Management	introduces students to the principles of design, methods of establishing landscapes and landscape business management procedures	10th-12th Basic Agricultural Science General Horticulture
Law Enforcement Services/Forensic Science		
Introduction to Law, Public Safety, Corrections and Security	survey course designed to introduce students to a variety of agencies and professions in law enforcement, private security, corrections, fire, and emergency management services. First course in the Law and Public Safety Pathway.	9th-12th
Criminal Justice Essentials	Criminal Justice Essentials 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.	10th-12th Introduction to Law and Public Safety
Forensic Science and Criminal Investigations	Forensic Science and Criminal Investigations is a course designed to contextualize scientific principles within the career studies of students interested in criminal justice. Students will study the forensic application of principles of chemistry, biology, physics and other disciplines. Students will utilize chromatography, electrophoresis, microscopic observation, and other scientific techniques in their studies. Students will also learn some investigative techniques and crime scene investigation skills through the lens of the scientific method.	10th-12th Introduction to Law and Public Safety and Criminal Justice Essentials
Application of Corrections	This course provides an analysis of all phases of the American Correctional System and practices, including the history, procedures and objectives. Topics include the history and evolution of correctional facilities; legal and administrative problems; institutional facilities and procedures; probation, parole and pre-release programs; alternative sentencing; rehabilitation; effects and costs of recidivism; community involvement; and officer safety; and staffing.	10th-12th
Marketing and Management		
Marketing Principles	students learn how marketing satisfies consumer and organizational needs and wants for products and services and develop an understanding of basic marketing concepts and the role of marketing in business.	10th-12th
Marketing and Entrepreneurship	students assume a managerial perspective in analyzing operational needs, examining distribution and financial alternatives, managing marketing information, pricing products and services, developing product/services planning strategies, promoting products and services, and purchasing	10th-12th Marketing Principles
Marketing Management	students learn the world of business and marketing through a hands-on experience while working in the school store. Students learn how to start a business and the everyday tasks of owning a business	10th-12th Marketing Principles Marketing and Entrepreneurship
Culinary Arts		
Introduction to Culinary Arts	students learn the skills necessary to be successful in the field of culinary arts (food preparation, terms and concepts). First course in the Culinary Arts Pathway	9th-12th
Culinary Arts I	students continue to learn skills necessary to be successful in the field such as food safety, sanitation, accident and injury prevention, kitchen basics, operating and maintaining commercial utensils and equipment, preparation of food, the art of service, and much more	10th-12th Intro to Culinary Arts

Culinary Arts II	students continue to learn skills necessary to be successful in the field such as food safety, sanitation, accident and injury prevention, kitchen basics, operating and maintaining commercial utensils and equipment, preparation of food, the art of service, and much more	10th-12th Intro to Culinary Arts Culinary Arts I
Graphic Communications/Design		
Introduction to Graphics and Design	Graphics & Design is a semester long course which provides students with an introduction to the principles of graphic communications & design and its place in the world. This course will help students use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society.	9th-12th
Graphic Design and Production	The second course in the pathway 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 communications. Students will have the opportunity to visit area design & production related businesses to see 'real world' industry at work and do live projects for 'real world' experience.	10th-12th Introduction to Graphics
Advanced Graphic Design	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 the graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and live work learning opportunities with the business community. This is the final course in the Graphic Design pathway.	10th-12th Introduction to Graphics Graphic Design and Production
JROTC		
AJROTC I: Introduction to Leadership	introduces students to the Army ROTC program, emphasizing leadership, citizenship, patriotism, and a disciplined lifestyle. Students participate in academics, close order drill and physical fitness. Students have the opportunity to advance in the JROTC promotion system based on individual merit, accomplishments and participation. This course is the pre-requisite for all upper level ROTC courses. First course in the JROTC Pathway. For Freshmen entering Fall 2017 and complete 3 courses will also receive credit for Health/PF	9th-12th
AJROCT II-VIII	continues the training initiated in AJROTC I: the history, purpose and objectives of the JROTC program and concepts of leadership, military customs and courtesies. The course includes drills and ceremonies, an introduction to leadership theory, marksmanship, safety, hygiene, first aid, and group management.	9th-12th AJROTC I
Work Based Learning		
Internship I-IV	To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. Students will leave campus during 3rd and/or 4th block to gain work experience. You may select an internship as the 4th course in any Career Tech Pathway	11th12th Good discipline and attendance record, have transportation and insurance Complete application
Financial Literacy	How money smart are you? Step into this course specifically designed for high school students to understand the importance of the financial world, including planning, and managing money wisely. Based on the hands-on skills and knowledge spliced in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART!	11 – 12th

Other

Course Name/Description
Mentorship I (Y) or (A and B) enables students to serve as an administrative aide during one period of the daily schedule. The student will demonstrate use of clerical skills in performing administrative assistant duties under the leadership/guidance of the school's office personnel. The student also maintains a daily log of hours worked, records journal notations, and exhibits appropriate work ethic behaviors. **(Pre-requisite: student must be a junior or senior in good academic and discipline standing)**
Mentorship II (Y) or (A and B) enables students to serve again as an administrative aide during one period of the daily schedule. Students continue to maintain a daily log of hours worked and record journal notations. **(Pre-requisites: student must be a junior or senior in good academic and discipline standing and must have earned credit for Mentorship I)**
Minimum Day I (Y) – See your counselor to determine eligibility status **Minimum Day II (Y) – See your counselor to determine eligibility status**
SAT Prep- Juniors Only **This course is designed to prepare students for taking the SAT (Scholastic Aptitude Test) by using course designed resources and materials to teach and to reinforce critical thinking and test taking skills.**
AVID-9th which stands for *Advancement Via Individual Determination*, is a college readiness program designed to help **students** develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. Class is also offered to 10th grade students who have taken AVID their 9th grade year. **AVID II & III-** Continuation of courses began in 9th grade. **Yearbook**- Application required -- See Mr. Moye for more information.