Note: Rising 9th graders must use the Freshman Registration Handbook- available online.

Kell
High School

2023-2024
Course Catalog
(For current High School Students)

Kell High School
4770 Lee Waters Road
Marietta, GA, 30066
(678) 494-7844

Administration

Principal.....Dr. Peter Giles
Assistant Principal / Curriculum & Scheduler…….....……Oneisha Young
Assistant Principal / Athletic Director.....Jeff Burch
Assistant Principal / LASSO.....Charod Taylor
Assistant Principal / Testing Coordinator & Communications..... .....Ben Needle
Assistant Principal/ AP Testing Coordinator.....Amelia Sanders

School Counseling Office

Laura Potts, Counselor: Department Chair, Students Last Name A-Ga
Holly Von Lanken, Counselor: Students Last Name Ge-M
Kendrah DeGruy, Counselor, Students Last Name N-Z
Brian Fenner, Counselor, College and Career
Crystelle Westhoff, Counseling Clerk
Alicia Smith, Registrar
Ashely Jackson, Psychologist
Cheeritza St Germain, Social Worker

Department Chairs

English.....Amy Magnus
Mathematics.....Rachel Buhler
Science.....Danielle LeBrun
Social Studies.....Matt White
World Languages.....Ashley McIntosh
Fine Arts.....Gary Hicks
Career Tech.....Susana Lopez
Health/PE.....Todd Harris
Special Education..... Glenda Canada

Course Registration Process

Kell High School operates on a 4-period block schedule. Courses are taught within four 90-minute blocks each semester. Upon completion of four courses each semester, one Carnegie unit of credit is awarded per course passed. Schedules are created annually electronically using the district's student information system based upon students' requests. Students are encouraged to select courses wisely based upon graduation requirements and postsecondary plans. If students fail to complete course requests properly, appropriate courses will be selected for them. Elective courses are offered as a result of student demand. If there is insufficient enrollment for a course, the course will not be offered and alternative selections will need to be made. Students will be able to view their course request in late April and early May to make changes to their core academic schedule requests by completing a course waiver. After that time, students will no longer be able to request changes to their course requests.

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

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

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

College and Career Pathways

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

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

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

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

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

Special Education

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

English/Language Arts

Course Name/Description	Credit	Prerequisite
World Lit/Comp (Y) This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects.	1.0	1 unit of English credit
ESL World Lit/Comp (Y) This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects.	1.0	1 unit of English credit
Honors World Lit/Comp (Y) Is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. It includes literary selections from the entire world of writers to promote proficiency through a variety of writing styles. It stresses organization and development of written thought. It includes grammar, mechanics and usage, and research skills and activities designed to enhance speaking and listening abilities.	1.0	1 unit of English credit

American Lit/Comp (Y) Focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. Students develop an understanding of chronological context and the relevance of period structures in American literature in addition to the ways the period of literature affects its structure and meaning. Students read a variety of informational and literary texts in all genres and modes of discourse. While expository writing is the focus in American literature, students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. Students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. Students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.	1.0	2 units of English credit
ESL American Lit/Comp (Y) Focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. Students develop an understanding of chronological context and the relevance of period structures in American literature in addition to the ways the period of literature affects its structure and meaning. Students read a variety of informational and literary texts in all genres and modes of discourse. While expository writing is the focus in American literature, students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. Students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. Students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.	1.0	2 units of English credit
AP Eng. Language (w/Amer Lit) Comp(Y) Is a college-level course that conforms to the College Board recommendations for the Advanced Placement Language and Composition Examination. Emphasizes critical thinking, reading, and writing through the study and discussion of expository, analytical, and argumentative essays. Stresses the connection between reading and writing mature prose. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance.	1.0	2 units of English credit
AP Seminar This course will equip students with the skills to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students will have the opportunity to explore real-world issues from multiple perspectives and consider varied points of view to develop deep understanding of complex	1.0	80 or higher in English Application Teacher Recommend.

issues and topics in order to make connections between these issues and your everyday life. Participants will gain a rich appreciation and understanding of issues by reading articles, listening to speeches or broadcasts, and experiencing artistic and literary works. The primary goals of the AP Seminar course are to help students understand how to study an issue from multiple perspectives, evaluate source information, and then develop and communicate effectively a logical, evidence-based point of view. Students will practice and apply these skills through the exploration of the complex topics and by examining a variety of and often divergent or competing perspectives.		
British Literature (Y) This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.	1.0	3 units of English credit
ESL British Literature (Y) This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage	1.0	3 units of English credit

in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.			
Advanced Composition (Y) Focuses on the writing process (planning, drafting, and revising). The students will focus on different writing genres and organizational structures: expository, persuasive, narrative, descriptive, comparison-contrast, exemplification, process analysis, classification, cause and effect, and definition. Advanced grammar skills will be a major component of this class. An emphasis on research is also required.		1.0	3 units of English credit
AP English Literature & Comp (Y) This college-level course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. Students will explore the social and historical values that works reflect and embody.		1.0	3 units of English credit
Dramatic Writing Film, Television, and Theater Embedded with Honors Advanced Composition Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of "writerly stance" by reading, viewing, and analyzing tests and visual media from a writer's point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage.		2.0	3 units of English credit
Journalism: Annual I-IV (Y) Are courses that explore journalistic writing through the analysis of yearbooks. It concentrates on the purpose, influence and structure, and language use. It also covers news gathering, ethics, copy writing, editing and revising. The course includes layout, circulation and production as minor aspects.	I I I I I I I V	1.0 1.0 1.0 1.0	Elective; Application Required (See Ms. Forbes)

Mathematics

Course Name/Description	Credit	Prerequisite
Geometry: Concepts & Connections (Y) The second course in a sequence of three high school courses designed to ensure career and college readiness. This course is intended to enhance students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. s of probability.	1.0	Algebra I
Honors Geometry: Concepts & Connections (Y) Is the 2nd course in a sequence of honors courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career. This course contains all of the standards as the on-level course with a few additional standards and more depth of knowledge. The course is intended for students who completed Algebra 1 in the 8th grade or excelled in Algebra 1 in the 9th grade.	1.0	GSE Algebra I
Advanced Algebra: Concepts & Connections (Y) The third course in a sequence of courses designed to ensure career and college readiness. It is intended to prepare students for fourth mathematics course options relevant to their postsecondary pursuits. High school course content standards are listed by big idea, including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning..	1.0	Geometry
Honors Advanced Algebra: Concepts & Connections (Y) Is the 3rd course in a sequence of honors courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career. This course contains all of the standards as the on-level course with a few additional standards and more depth of knowledge.	1.0	GSE Geometry or Honors Geometry
GSE Pre-Calculus (Y) Is a fourth mathematics course designed to prepare students for calculus and other college level mathematics courses. Units of study include intro to trigonometry, trig functions, trigonometry of triangles, trig identities, matrices, conics, vectors, and probability.	1.0	GSE Algebra II

GSE Accelerated Pre-Calculus (Y) Is the last course in a sequence of honors/accelerated courses designed to enable students to take higher level mathematics courses including AP Calculus and Multivariable Calculus during their high school careers. Units of study include intro to trigonometry, trig functions, trigonometry of triangles, trig identities, matrices, conics, vectors, inference & conclusions from data, and probability.	1.0	Accelerated Geom B/Alg II or Honors Algebra II

College Readiness Math 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.	1.0	Algebra II
AP Statistics (Y) Is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Probability is the tool used to anticipate future behavior of data associated with a given model. Statistical inference is the process used to make decisions stemming from observed This course is designed for students who want to pursue studies/careers in the quantitative/scientific fields	1.0	2 core units of math
AP Calculus AB (Y) Is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least one semester of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized.	1.0	Honors/Acc Precalculus
AP Calculus BC (Y) Is a course in single-variable calculus that includes all the topics of Calculus B plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series.	1.0	AP Calculus AB

Science

Course Name/Description	Credit	Prerequisite
Environmental Science is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles 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.	**1.0**	
Biology Is a required 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. This course meets the graduation requirement of 1 unit of biology.	1.0	
Chemistry I (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.	1.0	Biology **And** Algebra I
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, electricity, and magnetism. Vector mathematics and Algebraic analysis are used.	1.0	Biology **And** Algebra I
Zoology The course gives an introduction to zoology, with particular emphasis on the morphology and systematics of both vertebrates and invertebrates. In addition, the students should acquire basic knowledge in ethology, evolution, and human ecology.	1.0	Biology; May be taken as a 4th science
Astronomy (Y) Is the study of the matter and energy beyond the earth's atmosphere and the relationship between the earth and that matter and energy. Topics include the structure and origin of planets and planetesimals, stars, galaxies and galaxy clusters, dark matter, the edge of the universe, and the energy of the universe.	1.0	May be taken as a 4th science
Forensics (Y)	1.0	Biology **And** Chemistry;

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.		May be taken as a 4th science
Honors Biology Is a required 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. This course meets the graduation requirement of 1 unit of biology.	1.0	1 unit of Science
Honors Chemistry I (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. At the honors level there is a significant amount of mathematics.	1.0	H Biology **and** Algebra I **or** Biology & Teacher Rec.
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.	1.0	H Chem **and** 1 unit of Algebra & Geometry
Honors Human Anatomy (Y) Is designed to give the student an accelerated exploration of the structures and functions of the major systems of the human body. It is designed for students interested in pursuing advanced sciences or careers in science, engineering, or medicine.	1.0	3 units of Science (must have Biology credit)
AP Environmental Science (Y) Is the scientific systematic examination of the interrelationships of the natural world. The student will be able to identify and analyze environmental problems both natural/human-made, to evaluate the relative risks associated with these problems, & to examine alter-native solutions for resolving and/or preventing them.	1.0	Biology **and** Chemistry (may take Chemistry in the same semester as AP Env)
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.	1.0	Honors Chemistry Or Chemistry

AP Biology (Y) 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.	1.0	Biology **and** Chemistry **Or** Honors Biology **and** Honors Chemistry
AP Physics I Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.	1.0	2 Units of Science INCLUDING Physics, Algebra II
Project Lead the Way (PLTW) Biomedical Science PLTW Biomedical Science empowers students to build knowledge and skills in biomedical science, as well as in-demand, transportable skills like problem solving, critical and creative thinking, communication, and collaboration. In this course students will be engaging in activities like dissecting a sheep heart, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person.	1.0	Teacher Rec
Project Lead the Way (PLTW) Human Body Systems Students will be engaging in activities like determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve real-world medical cases.	1.0	PLTW Biomedical Science **And** Teacher Rec
Project Lead the Way (PLTW) Medical Interventions Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.	1.0	PLTW Biomedical Science, Human Body Systems **And** Teacher Rec

Social Studies

Course Name/Description	Credit	Prerequisite
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 civilizations from the time of recorded history to present. Concepts and skills in problem solving and critical thinking are developed.	1.0	None
Honors World History (Y) Is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the industrial revolution (5000 B.C. – 1800's) and from the rise of nationalism to contemporary times (1800's – present). Critical thinking and problem solving are stressed. Extensive reading and writing are required.	1.0	None
AP World History (Y) 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.	1.0	H Humanities and Teacher Rec.
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.	1.0	World History
Honors U. S. History (Y) Is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America's social, political, and economic evolvement during the formative years to present. Emphasis on inquiry & analysis of historical situations. Extensive reading/writing are required.	1.0	World History
AP U. S. History (Y) 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.	1.0	Honors or AP World History
American Government Is a study of the local, state, and federal governmental functions. Citizenship rights and	½	US History

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. **Principles of Economics** Is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary/fiscal policies, & international trade.	½	
Honors American Govt. Is an accelerated and deeper study of the American Government curriculum. **Honors Economics** Is an accelerated and deeper study of the Principles of Economics curriculum	½ ½	US History
AP U.S. Government & Politics (Y) Conforms to the College Board topics for AP US Government & Politics which is the study of local, state, & federal government functions. Focus areas include the development of the political system, federalism, political parties, & political theory.	1.0	Honors or AP US History
AP Macroeconomics (Y) Conforms to College Board topics for the AP Macroeconomics Examination. Covers basic economic concepts, measurement and economic performance, national income and price determination and international economics and growth.	1.0	Honors or AP US History
Sociology (Y) Sociology is a study of human society and social behavior. The purpose of the course is to provide students with a basic understanding of how humanity is shaped largely by the groups to which people belong and by the social interaction that take place within those groups. Societal problems in the United States will also be discussed.	1.0	1 unit of Social Studies
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.	1.0	2 units of Social Studies
AP Psychology (Y) Is a college level survey course with study in Neuroanatomy, Learning Theory, Abnormal Behavior, and Social Psychology. Extensive reading, writing, and statistical analysis are required by students.	1.0	2 units of Social Studies

Introduction to U.S. Intelligence and National Security Studies (Y) Introduction to U.S. Intelligence and National Security Studies provides a basic and broad overview of the career field of Intelligence, the authorized activities of an intelligence professional, the composition of the United States Government Intelligence Community (IC), the various functions of each of the member agencies, the limits and capabilities of Intelligence and how Intelligence plays a role in the decision-making process of the government. This course is also designed to apply critical analysis to the field of U.S. Intelligence.	1.0	2 units of Social Studies
AP Human Geography Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Examines methods and tools geographers use in their science and practice. Follows the Advanced Placement Geography Curriculum.	1.0	1 unit of Social Studies Or Teacher rec
AP Research AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 words and a presentation with an oral defense.	1.0	AP Seminar
Sports in United States Society examines the vital sociological role of sport in the making of United States society and culture, and vice-versa. The course analyzes the reasons for and popularity of youth, high school, collegiate, and professional sports and the interrelationship between sports and other social institutions, such as the economy, education, media, and politics.	1.0	None

World Languages

Course Name/Description	Credit	Prerequisite
German I (Y) An introduction to the language and culture of Germany and other German-speaking countries and will enable the student to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.	1.0	None
German II (Y) Is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the German-speaking world.	1.0	German I
Honors German III (Y) Is designed to further develop the student's communication skills and cultural appreciation of the German-speaking world. The student will be able to participate in a variety of oral and written activities.	1.0	German II and Teacher Rec.
Honors German IV (Y) Is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the German-speaking world.	1.0	Honors German III and Teacher Rec.
Spanish I (Y) Is an introduction to the language and culture of Spain and other Spanish-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.	1.0	None
Spanish II (Y) Is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary/grammatical structures necessary for limited personal communication and an appreciation of diversity in the Spanish-speaking world.	1.0	Spanish I
Honors Spanish II (Y) Is designed for the student who has demonstrated superior facility in foreign language and offers a variety of opportunities for enrichment and oral work. The goal for certain grammatical functions will be full control rather than partial control.	1.0	Spanish I and Teacher Rec.
Honors Spanish III (Y) Is designed to further develop a student's communication skills and cultural appreciation of the Spanish-speaking world. The student will be able to participate in a variety of oral and written activities.	1.0	Spanish II and Teacher Rec.

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.	1.0	Honors Spanish III and Teacher Rec.
Honors Spanish V (Y) focuses on the development of fluent communication using authentic materials from Spanish-speaking countries such as newspapers, magazines, and web sites.	1.0	Honors Spanish IV and Teacher Rec.
AP Spanish Language (Y) Is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing.	1.0	Hon Span V and Teacher Rec.
Latin I (Y) Is an introduction to the language and civilization of the Romans. The course is designed to develop a knowledge base composed of vocabulary, grammar, translation, derivatives, mottoes, abbreviations, quotations, life in ancient Rome and mythology.	1.0	None
Latin II (Y) Is designed to develop reading comprehension of texts written in Latin. The course will provide additional study of grammar, vocabulary, translation, derivatives, mythology, and Roman civilization.	1.0	Latin I
Honors Latin II (Y) Is designed for the student who has demonstrated superior facility in foreign language and offers a variety of opportunities for enrichment. The goal for certain grammatical functions will be full control rather than partial control.	1.0	Latin I
Honors Latin III (Y) Is designed to provide the student with the opportunity to understand works of classical authors with emphasis on prose selections. Additionally, the student will study grammar, prepare translations, and study the culture and history corresponding to the period in which the literary selections were written.	1.0	Latin II and Teacher Rec.
Honors Latin IV (Y) Is designed to provide the student with the opportunity to understand the works of classical authors with primary emphasis on epic poetry selections. Course work will include transitional readings, grammar review, a study of the mechanics of Latin poetry, and translations from the Roman author Vergil.	1.0	Hnrs Latin III and Teacher Rec.
AP Latin Is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of reading and writing.	1.0	Honors Latin IV and Teacher Rec.

AVID

AVID I-IV (Y)	I		Elective;

Targets students in the academic middle–B, C, and even D students–with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential. AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for them, such as Honors and Advanced Placement®. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality.	I I I I I I V	1.0 1.0 1.0 1.0	Questions? Contact Melissa.Patterson@cobbk12.org

Visual Arts

Course Name/Description	Credit	Prerequisite
Visual Arts: Comprehensive (Y) Introduces art history, criticism, aesthetic judgment & studio production to the beginning art student. Emphasizes the ability to understand & use the elements of art & principles of design through a variety of media processes both 2-D and 3-D. A chronological study of the history of art and criticism accompanies the studio experiences.	1.0	None (grades 9-11 only)
Drawing & Painting I (Y) Introduces drawing & painting techniques and a variety of drawing & painting media. Emphasizes development of drawing & painting skills and utilizes problem solving skills to achieve desired results.	1.0	Visual Art: Comp
Drawing & Painting II (Y) Introduces advanced drawing & painting techniques and focuses on individual expression. Problem solving skills are challenged to achieve mastery of techniques and materials.	1.0	Draw/Paint I
Painting I (Y) Explores a variety of techniques and a wide range of painting media. An emphasis is placed on developing basic painting skills and examining problem solving through color theory and composition.	1.0	Visual Art: Comp
Painting II (Y)	1.0	Painting I

Introduces advanced painting techniques and a wide range of painting media. Personal expression is encouraged and exhibition of presentation opportunities are promoted. This course must be paired with AP Studio Drawing or AP 2D Design.		
Ceramics I (Y) introduces the characteristics of clay and design using various techniques of construction and surface treatments. Studio processes are emphasized and students are involved in firing and presenting their clay work.	1.0	Visual Art: Comp
Ceramics II (Y) enhances skills learned in the level 1 course and provides additional opportunities for various clay techniques in hand building and wheel throwing. Evaluation and aesthetic judgment of student work is emphasized and personal expression in clay is encouraged. This course must be paired with AP 3D Design.	1.0	Ceramics I
AP Studio Art: Drawing (Y) Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality, breadth and concentration of an idea or concept. Emphasizes experiences using different drawing media and approaches. This course provides students with college-level studio experiences and encourages self-expression.	1.0	Teacher Rec.
AP Studio Art: 2-D Design (Y) Conforms to College Board topics for the Advanced Placement Studio Art 2-D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality, breadth and concentration of a concept or idea. Emphasizes experiences in 2-D Design art production which might include (but not limited to) photography, printmaking and computer generated work. This course provides students with college-level studio experiences and encourages self-expression.	1.0	Teacher Rec.
AP Studio Art: 3-D Design (Y) Conforms to College Board topics for the Advanced Placement Studio Art 3-D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality, breadth and concentration of an idea or concept. Emphasizes experiences using different 3-D design, media and approaches. This course provides the students with college level studio experiences and encourages self-expression.	1.0	Teacher Rec.

Music

Course Name/Description	Credit	Prerequisite
Band I & II Are band performance classes that focus on the basic fundamentals of tone production, music reading, and performance. There is also focus on the technical development of the specific instrument and on the development of the combined ensemble. Students are placed in the appropriate level band by audition. Levels include: Intermediate Advanced Mastery	2.0	Audition
Intermediate Women's Chorus I and Chorus II Provides opportunities to develop performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.	None	1.0 1.0
Advanced Mixed Chorus I and II Provides opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.	2.0	Boys and Girls 10-12
Orchestra I & II Are the entry level orchestra performance classes that focus on the basic fundamentals of tone production, music reading, and performance. The classes focus on the technical development of the string instrument and on the development of the combined ensemble. Students are placed in the appropriate level orchestra by audition. Levels include: Intermediate Advanced Mastery	2.0	Audition
AP Music Theory (Y) Conforms to College Board topics for the Advanced Placement Music Theory Examination. This course will require students to read, notate, and compose music, as well as, develop skills in harmonization,	1.0	Dept. Rec.

techniques of modulation, key relationships, and notational skills.		
Guitar introduces basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.	1.0	None

Theatre Arts

	Credit	Prerequisite
Theatre Fundamentals I (Y) Serves as prerequisite for other theatre/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.	1.0	9th grade only
Theatre Fundamentals II (Y) Enhances level-one skills.	1.0	Theat Fund I OR 10th -12th grades 1st time
Theatre Fundamentals III (Y) Enhances level-two skills.	1.0	2 units of Theatre
Theatre Fundamentals IV (Y) Enhances level-three skills.	1.0	3 units of Theatre
Advanced Drama I (Y) Introduces or enhances acting and theatre as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication. Enhances vocal technique and specific patterns for better verbal communication.	1.0	4 units of Theatre
Advanced Drama II (Y) Introduces or enhances acting and theatre as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication. Enhances vocal technique and specific patterns for better verbal communication.	1.0	5 units of Theatre
Advanced Drama III (Y) Enhances level-two skills.	1.0	6 units of Theatre
Advanced Drama IV (Y) Enhances level-three skills.	1.0	7 units of Theatre
Technical Theatre (Semester 1) (Y)	1.0	None

Introduces and develops the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.		
Technical Theatre (Semester 2) (Y) Introduces and develops the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.	1.0	Fall semester Technical Theatre
Theatre Technology (Semester 1) (Y) Emphasizes theater operation, production management, scenic design, and theatrical management including lighting, sound, stage and house management, building and equipment maintenance, and working with performers and patrons of the arts.	1.0	4 units of Technical Theatre
Theatre Technology (Semester 2) (Y) Emphasizes practical use of the equipment and operation of the theater including use of lighting and sound equipment, stage and house management, building and equipment maintenance and working with performers and patrons of the arts.	1.0	4 units of Technical Theatre and Fall semester of Theatre Technology

Career and Technical Education

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

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

Engineering

Architectural Drawing and Design
Engineering Drafting and Design

Course Name/Description	Credit	Prerequisite
Foundations of Engineering and Technology Allows students to dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.	1.0	
Engineering Concepts Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car.	1.0	Foundations of Engineering and Technology
Engineering Applications is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawing and prototypes.	1.0	Engineering Concepts
Engineering R&D is the fourth course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawing and prototypes.	1.0	Engineering Applications

Arts, Audio/Video Technology and Communications

Audio and Video Technology and Film

Course Name/Description	Credit	Prerequisite
Audio & Video Technology and Film I (Y) Prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. **Pathway Courses:** 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III	1.0	None
Audio & Video Technology and Film II (Y) Is the 2nd course in the Audio & Video Tech pathway. This course will prepare students for a career in Audio Video Technology and Film production and/or transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics.	1.0	Audio and Video Technology and Film I
Audio & Video Tech and Film III (Y) Is the 3rd course in the Audio & Video Tech pathway. The course enhances level-two skills and provides entry-level occupational skills. It is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production.	1.0	Audio & Video Tech II **And** Teacher Rec.
Broadcast/Video Prod Applications IV(Y) Is designed to assist students in mastering skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate.	1.0	Audio & Video Tech III **And** Teacher Rec.
Broadcast/Video Production Lab (Y) This course is laboratory based and allows the student to further develop skills and competencies learned in earlier courses. Emphasis is on performing at an independent level of proficiency and refine building a digital portfolio of his/her work for college entrance or	1.0	Broadcast/Vid IV **And** Teacher Rec.

industry placement. Topics of this laboratory based course include specialization selection, production, career portfolio, communication skills, and professional ethics.		
Broadcast/Video Production Research (Y) Production Research is an advanced course in broadcast producing and directing and is intended to provide great challenge and sense of accomplishment. The course is intended to prepare the student to thoroughly design and successfully execute a series of advanced broadcasting productions. This course stimulates the student to explore the potentials of the medium and to discover those materials, instruments, and techniques that are unique to the broadcasting medium. It will also prepare the students to become media researchers, artists, and professionals. In a sense, the emphasis is on the creative aspect of broadcasting communication.	1.0	Broadcast/Vid Prod Lab **And** Teacher Rec.
Broadcast/Video Prod Management (Y) This course is designed to allow students to experience the workplace through management opportunities. Throughout the management course, the student will gain interpersonal skills, demonstrate work ethics, and work with various broadcasting processes related to the field of broadcast/video production.	1.0	Broadcast/Vid Prod Research **And** Teacher Rec.

Graphic Design and Communication

Course Name/Description	Credit	Prerequisite
Intro to Graphics & Design (Y) Is designed as the foundational course for both the Graphics Communication and Graphics Design pathways. This course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. **Pathway Courses:** 1. Intro to Graphics & Design 2. Graphic Design & Production 3. Adv Graphic Design **or** 3. Adv Graphic Output Proc	1.0	None
Graphic Design & Production (Y) Is the second course in the Graphics Communication and Graphics Design Pathways. This course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience	1.0	Intro to Graphics & Design

in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications.		
Advanced Graphic Design (Y) Is the final course in the Graphics Design pathway. Students will continue to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing.	1.0	Graphic Design & Production
Advanced Graphic Output Processes (Y) Is the final course in the Graphics Communication pathway. Students will gain more advanced levels of experience to complete the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students will continue to accumulate work samples that will constitute their personal portfolio.	1.0	Graphic Design & Production

Government and Public Administration

JROTC Navy

Course Name/Description	Credit	Prerequisite
JROTC Navy (NS1) – Cadet Field Manual Includes the study of naval heritage, organization, sea power and naval history from colonial times to the 1850's, the study of naval ship missions & organization, an introduction to navigation and maritime geography, basic seamanship, military drill w/rifles, & physical development.	1.0	None
JROTC Navy (NS1) – Intro to NJROTC Includes the study of nautical plotting, rules and regulations, and aids to navigation, as well as the study of American maritime history from 1860 to the end of World War I. Other topics include naval career planning, leadership development, oceanography, physical development, military drills, health and first aid, physical fitness, and military ceremonies.	1.0	JROTC Naval Cadet Field Manual
JROTC Navy (NS2) - Naval Science II Maritime History The purpose of this course is to build on the general introduction provided in Navel Science I to further develop the traits of citizenship and leadership in students, introduce cadets to the maritime history of the world and the United States from the American Revolution through the present time.	1.0	JROTC Naval Science I Introduction to JROTC 10th-12th

JROTC Navy (NS2) – Naval Science II Nautical Science The purpose of this course is to introduce the various nautical sciences through classroom work and some laboratory time. The development of core skills that students should master is integrated throughout the course and includes geography, oceanography, astronomy, physical science, meteorology and weather.	1.0	JROTC Naval Science II Maritime History 10th-12th
JROTC Navy (NS3) – Naval Knowledge Furthers the foundation in citizenship and leadership established in Naval Science One and Two and expounds upon the virtues of the United States citizenship with knowledge of uses of the world's waterways through the viewpoint of National power and International law.	1.0	JROTC Naval Science II Nautical Science 10th-12th
JROTC Navy (NS3) – Naval Orientation and Skills Furthers the foundation in citizenship and leadership established in Naval Science One and Two and provides classroom and practical application in Naval and Ship Organization.	1.0	JROTC Naval Science III Naval Knowledge 10th-12th
JROTC Navy (NS4) – Naval Leadership & Ethics Takes a more in-depth look at what leadership is and enables students to maximize leadership abilities. Students will gain the polish necessary to be a truly effective leader in the NJROTC unit, school, community, as well as in life.	1.0	Teacher Rec.
JROTC Navy (NS4) – Effective Communications Teaches the students the techniques of effective communication, one of the most important skills that a good leader must develop in order to be successful.	1.0	Teacher Rec.

Hospitality and Tourism

Culinary Arts

		Prerequisite
Intro to Culinary Arts (Y) Is designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work.	1.0	None

Pathway Courses: 1. Intro to Culinary Arts 2. Culinary Arts I 3. Culinary Arts II		
Culinary Arts I (Y) Is the 2nd course in the Culinary Arts Career pathway. Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.	1.0	Intro to Culinary Arts
Culinary Arts II (Y) Is the 3rd course in the Culinary Arts pathway. Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual.	1.0	Culinary Arts I & Teacher Rec.

Marketing

Marketing and Management

		Prerequisite
Marketing Principles (Y) Is the foundational course for the Sports Marketing pathway. The course addresses all the ways in which marketing satisfies consumer and business needs and	1.0	None

wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, and Global Marketing strategies. **Pathway Courses:** 1. Marketing Principles 2. Marketing & Entrepreneurship 3. Marketing Management		
Marketing & Entrepreneurship Is the second course in the Marketing and Management Career pathway. Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful.	1.0	Marketing Principles
Marketing Management Marketing Management is the third course in the Marketing and Management pathway. Students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries.	1.0	Marketing & Entrepreneurship & Teacher Rec.

Computer Science

		Prerequisite
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing	1.0	None

impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions.		
AP Computer Science A It takes an object-oriented approach to programming based on encapsulating procedures and data. This course uses the Java programming language	1.0	Algebra II/ Advanced Algebra
Introduction To Software Technology 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 programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks	1.0	None
Computer Science Principles This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.	1.0	Intro to Software Technology

Work-Based Learning Program

All Work-Based Learning students must meet the following requirements to participate in the program:

(1) On track to graduate (Junior or Senior)
(2) 2.50 GPA or higher
(3) Currently employed or seeking a paid or non-paid internship (must have placement before the semester in which you wish to participate)
(4) Placement must be relevant to career interests and course work (can include CTAE courses, JROTC, Fine Arts, or AP classes)
(5) Must have transportation to and from the work site

WBL (Y) Is a course that enables students to participate in a mentor-supervised, on-the-job training experience for career awareness and exploration. Students select a specific career field or industry's entry-level job in which to participate. The Work-based Programs Teacher-Coordinator visits the job mentor to assess student performance and supervises the student in job skill development. The student maintains a portfolio containing records of weekly hours on the job, completed participation forms, and other required materials. Student may be placed in a	1.0 1.0	**11th & 12th Grade Only** See Ms. Lopez for questions. Application is posted online.

paid or non-paid, mentor-supervised, on-the-job training experience.		

Note: If a student loses gainful employment, cannot find a suitable internship placement, or loses transportation and requests to drop work-based learning **after the 10th day of the semester**, the course will be recorded on the transcript with a grade of 10, and that failing grade will impact the student's cumulative GPA.

Health/PE

Course Name/Description	Credit	Prerequisite
Health & Personal Fitness Combined Health provides a direct and factual approach to health education that is practical, personal, and positive. Topics include safety, drug education, nutrition, personal health, growth and development, building self-esteem, and relationship skills. By acquiring the knowledge, attitudes, and skills necessary to a healthy life, students learn to take responsibility for their own health. Personal Fitness is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course will emphasize strategies for maintaining good cardiovascular endurance, flexibility, muscular strength and endurance, and body composition.	1.0	None
Intro to Lifetime Sports is designed to introduce fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating, and skiing.	1.0	10-12
Intro to Team Sports Is designed to introduce students to three different team sports, with no one sport less than 4 weeks or longer than 8 weeks. Those from which the selection is made include the following: basketball, gym hockey, soccer, speedball, flag football, ultimate Frisbee, team handball, softball, and volleyball. Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.	1.0	10th Grade
Intermediate Team Sports Is designed to enhance student's skills and strategies 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	1.0	11th Grade

football, ultimate Frisbee, team handball, softball, and volleyball. Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.		
Advanced Team Sports Is designed to enhance student's skills and strategies to three different team sports, with no one sport less than 4 weeks or longer than 8 weeks. Those from which the selection is made include the following: basketball, gym hockey, soccer, speedball, flag football, ultimate Frisbee, team handball, softball, and volleyball. Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.	1.0	12^{th} Grade
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.	1.0	10^{th}-12^{th}
Exercise and Weight Control Designed to provide safe, effective and physiologically sound ways to manage weight, alter metabolism and body composition. Information necessary to be a wise consumer of products and programs is included, as well as fitness concepts for the development of healthy lifetime habits.	1.0	10^{th} – 12^{th}
Body Sculpting (Y) Is designed to redefine the shape of the body through specific exercises in order to attain desired body image through weight training, conditioning exercises and proper nutrition. This course offers students the knowledge and skills necessary to reach their physical goal and improve their appearance and self-concept without relying on the illegal use of steroids and other body building supplements and without engaging in risky behaviors such as fad diets, pills, etc.	1.0	Dept. Rec Athletes Only
Advanced Body Sculpting (Y) Is designed to build on the principles and concepts taught in Body Sculpting to attain desired body image.	1.0	Dept. Rec (Football Spring)

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.	1.0	Dept. Rec (Football Fall)
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. Includes fitness concepts for the development of healthy lifetime habits and assessment of personal fitness levels.	1.0	Dept. Rec (Football Spring)
Sports Medicine Introduces techniques to prevent, recognize, evaluate, manage, treat, and rehabilitate athletic injuries.	1.0	None

Miscellaneous

Course Name/Description	Credit	Prerequisite
Mentorship This class enables students to serve as an administrative aide in a school office environment during one period of the daily schedule. **Application Required**	1.0 1.0	11th & 12th grade only 2.8 GPA
Minimum Day Seniors who are on-track to graduate may choose to reduce their schedule by one (1) class per semester. Seniors have the option of Minimum Morning (no 1st block class) or Minimum Afternoon (no 4th block class) each semester. *Students **may not be on campus** during their minimum day block! *Seniors may not have Minimum Day, Mentorship, or Work-Based Learning in the same Semester. **Application Required**	No Credit	12th Grade Only Spring semester only

OTHER

CVA, GaVS, Dual Enrollment, December Graduates

Online Courses (CVA & GaVS) Students may elect to take one or more classes online through Cobb Virtual Academy (CVA) or, for classes not offered by CVA, through Georgia Virtual School (GaVS). Online classes are not "easier" than face-to-face classes but provide the flexibility to complete course work when it is convenient or outside the school day. Plan to spend 1.5 – 3 hours per day on each online class. **"Online Course" Contract Required**	0.5 1.0	Contract Required

December Grads Seniors may request to graduate in December provided they can complete all remaining graduation requirements during semester 1. December graduates may still participate in graduation ceremonies in May if they choose. **Application Required**		12th Grade Only
Dual Enrollment Students planning to take dual enrollment courses at a local college must complete the college application process prior to the colleges' deadlines. **See your counselor for Dual Enrollment paperwork**		