

Note: Rising 9th graders must use the “**2023-2024 Freshman Registration Handbook**” available online

Osborne High School 2023-2024



Elective Course Catalog (for current high school students)

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

Administration

Principal..... Troy Jones
Assistant Principal Andrea Battaglia
Assistant Principal/Athletic Director Ronald Boggs
Assistant Principal Leander Brooks
Assistant PrincipalJennifer Glendenning
Assistant Principal (Interim)Richard Norman
Assistant PrincipalOrmond Moore

School Counseling Office (based on student last name)

A – De Kismet Rhodes
Di - Ji Ayesha Fawzi
Jo-OMichael Stringer
P-R Maureen Foley
S - Z..... (Dept. Lead) Mary Carr
Registrar Joany Bass
9th Retained/504 StudentsAshleigh Turner
CITA Counselor.....Dinaia Crumbley

Department Chairs

English.....Jo Richard
Mathematics Adonica Boyd & Laura Hicks
Science.....Erika Porter
Social Studies.....Rachel Thompson
World Languages Kerae Joonsar
Fine Arts Phyllis Fulp
Career Tech..... Michael Devault
Health/PE Neal Sammons
ESOL..... Oksana Tsymbalov
Special Education..... Jan Moore & Myra West-Allen

Elective Registration Process

Students will register for electives for the 2023-2024 school year 3/15, 3/16 and 3/17/23. Students must register for four (4) elective courses and two (2) alternate electives, which might be used to replace an elective if a scheduling conflict occurs.

March 6-14

Students should review the 2023-2024 Elective Course Catalog to select elective courses for next school year. The course catalog will be available electronically on our website and CTLS.

***Some courses (yearbook, mentorship, work-based learning, minimum day, CVA/GaVS online courses, December graduate, and dual enrollment) require applications and/or teacher recommendation forms that must be completed prior to registration.

March 10

Elective registration form and transcript will be handed out in advisement 3/10/23. Specific instructions for elective registration will be available during advisement on 3/10/23. **STUDENTS MUST ATTEND ADVISEMENT TO GET ELECTIVE REGISTRATION FORM AND KEEP ELECTIVE REGISTRATION FORM TO BRING TO REGISTRATION. IF STUDENT DOESN'T HAVE REGISTRATION FORM, CLASSES WILL BE CHOSEN FOR THEM.**

STUDENTS WHO DO NOT COMPLETE ELECTIVE COURSE REGISTRATION WILL HAVE ELECTIVES CHOSEN FOR THEM!

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

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

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

College and Career Pathways

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

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

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

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

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

Social Studies Electives

Course Name/Description	Course Number	Credit	Prerequisite
AP Psychology (Y) is a college level survey course with study in Learning Theory, Abnormal Behavior, and Social Psychology. Extensive reading, writing, and statistical analysis are required by students.	4 5 . 0 1 6 0 0 9 5	1.0	
Sociology (Y) investigates principles of sociology, the individual in groups, social institutions, social control and the use of research methods to examine social problems. Integrates and reinforces social studies skills.	4 5 . 0 3 1 0 0 9 9	1.0	
Ethnic Studies is designed to promote discussion about diversity issues within American society from a culturally sensitive perspective. The course will focus on ethnic differences and the impact these differences continue to have on the respective populations and American society as a whole. The goal of the course is to promote enlightened perspectives about the eclectic society in which we live as well as foster a more tolerant school community. Through the use of various primary and secondary sources and ethnically rooted methodologies, students will be encouraged to form more objective opinions of a myriad of topics of concern in modern American society as it relates to issues dealing with race and gender in the 21st Century. This is an academic elective.	4 5 . 0 3 2 0 0 9 9	1.0	
AP European History (Y) will investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. You will study six themes that historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. This is an academic elective.	4 5 . 0 8 4 0 0 9 5	1.0	World History

World Languages

Course Name/Description	Course Number	Credit	Prerequisite
French I (Y) is an introduction to the language and culture of France and other French-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.	6 0 . 0 1 1 0 0 1 1	1.0	None Recommended to have at least a 75 in the last English/Language Arts class
French II (Y) is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary/grammatical structures necessary for limited personal communication and an appreciation of diversity in the French-speaking world.	6 0 . 0 1 2 0 0 1 1	1.0	French I
Honors French III (Y)	6 0 . 0 1 3 0 0 0 3	1.0	Minimum grade of B in French II or

is designed to further develop a student's communication skills and cultural appreciation of the French-speaking world. The student will be able to participate in a variety of oral and written activities.			teacher recommendation
Honors French IV (Y) is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the French-speaking world.	6 0 . 0 1 4 0 0 0 3	1.0	Minimum grade of B in Honors French III or teacher recommendation
AP French Language (Y) is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing.	6 0 . 0 1 7 0 0 9 5	1.0	Minimum grade of B in Honors French IV or teacher recommendation

Spanish

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.	6 0 . 0 7 1 0 0 1 1	1.0	None Recommended to have at least a 75 in the last English/Language Arts class
Spanish for Native Speakers I (Y) is designed for the Spanish Heritage Speaker and will focus on skills in reading, writing, listening, and speaking with emphasis on comprehension and interpretation of the cultures of the Spanish-speaking world.	6 0 . 0 7 9 9 9 1 1	1.0	Must be a Native Spanish Speaker
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.	6 0 . 0 7 2 0 0 1 1	1.0	Spanish I
Spanish for Native Speakers II (Y) is designed for the Spanish Heritage or Native Speaker to enhance skills in reading, writing, listening and speaking with an emphasis on comprehension and interpretation of the cultures of the Spanish-speaking world.	6 0 . 0 7 9 1 0 1 1	1.0	Spanish for Native Speakers I or Native Speakers with some literacy skills
Spanish for Native Speakers III (Y) is designed for the Spanish Heritage Speaker or Native Speaker who brings strong proficiency and literacy skills in Spanish. This course will develop advanced communicative competency in reading, writing, speaking and listening, will refine language forms and structures in professional settings, and will develop a deep understanding of Hispanic cultures and issues of identity of heritage/native speakers in the United States.	?		Spanish for Native Speakers II or Native Speakers with some literacy skills
Honors Spanish III (Y) is designed to further develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding and appreciation of the Spanish-speaking world	6 0 . 0 7 3 0 0 0 3	1.0	Minimum grade of B in Spanish II or teacher recommendation
Honors Spanish IV (Y)	6 0 . 0 7 4 0 0 0 3	1.0	Minimum grade of B in Honors Spanish III

is designed to continue the development of communicative competence in Spanish and understanding of Hispanic culture. Students gain increased confidence in recombining learned material, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages, and making oral and written presentations in Spanish. They manipulate more complex features and more abstract concepts.			or teacher recommendation
Honors Spanish V (Y) is designed to enhance listening, speaking, reading and writing skills along the themes of Beauty and Aesthetics, Science and Technology, Public and Private Identities, Contemporary Life, The Family and The Community and Global Challenges. Provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures. Students are able to understand material presented on a variety of topics related to contemporary, historical, and literary events and issues in the Hispanic culture.	60.0750003		Minimum grade of B in Honors Spanish IV or teacher recommendation
AP Spanish Language and Culture (Y) is designed to emphasize communication skills by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course is taught almost exclusively in Spanish. Engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices and perspectives of the Spanish-speaking world.	60.0770095	1.0	Minimum grade of B in Honors Spanish V or teacher recommendation
AP Spanish Literature and Culture (Y) is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.	60.0780095	1.0	Minimum grade of B in AP Spanish Language and Culture or teacher recommendation

German

German I (Y) Introduces the German language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of German-speaking cultures.	60.0110011	1.0	None Recommended to have at least a 75 in the last English/Language Arts class
German II (Y) enhances Level One skills in German and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of German-speaking cultures.	60.0120011	1.0	German I
Honors German III (Y) enhances skills in German and provides opportunities to further develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics. Offers further opportunities to increase understanding and appreciation of German culture.	61.0130011		Minimum grade of B in German II or teacher recommendation

Visual Arts

Course Name/Description	Course Number	Credit	Prerequisite
<p>Visual Arts: Comprehensive (Y) introduces art history, criticism, aesthetic judgment & studio production to the beginning art student. Emphasizes the ability to understand & use the elements of art & principles of design through a variety of media processes both 2-D and 3-D. A chronological study of the history of art and criticism accompanies the studio experiences.</p>	5 0 . 0 2 1 1 0 9 9	1.0	None
<p>VA Drawing I (Y) explores a variety of drawing techniques and media; emphasizes developing basic drawing skills and critical analysis skills for responding to master drawings. Examines student drawings and those of other artists. Covers art from around the world.</p>	5 0 . 0 3 1 1 0 9 9	1.0	Visual Art: Comp
<p>VA Drawing II (Y) enhances level-one skills in technique and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.</p>	5 0 . 0 3 1 2 0 9 9	1.0	VA Drawing I
<p>VA Drawing III (Y) enhances level-two skills in technique and provides further exploration of drawing media. Reinforces drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to increasingly complex drawing problems and development of personal style.</p>	5 0 . 0 3 0 3 0 9 9	1.0	VA Drawing II
<p>VA Drawing IV (Y) enhances level-three skills in technique and provides further exploration of drawing media. Reinforces drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to complex drawing problems and development of personal style.</p>	5 0 . 0 3 0 4 0 9 9	1.0	VA Drawing III
<p>VA Painting I (Y) explores a variety of techniques and wide range of painting media; emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of the color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures.</p>	5 0 . 0 3 2 1 0 9 9	1.0	VA Comp or Drawing I
<p>VA Painting II (Y) enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media; emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style.</p>	5 0 . 0 3 2 2 0 9 9	1.0	VA Painting I
<p>VA Painting III (Y) enhances level-two painting skills and offers opportunities to apply painting techniques in a variety of media. Emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves increasingly complex painting problems and continues development of personal style.</p>	5 0 . 0 3 2 3 0 9 9	1.0	VA Painting II
<p>VA Painting IV (Y) enhances level-three painting skills and offers opportunities to apply painting techniques in a variety of media. Emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves complex painting problems and continues development of personal style.</p>	5 0 . 0 3 2 4 0 9 9	1.0	VA Painting III

<p>VA Ceramics/Pottery I (Y) introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration and glaze applications. Covers styles of ceramic works from Western and non-Western cultures.</p>	5 0 . 0 4 1 1 0 9 9	1.0	Visual Art: Comp
<p>VA Ceramics/Pottery II (Y) enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.</p>	5 0 . 0 4 1 2 0 9 9	1.0	VA Ceramics/ Pottery I
<p>VA Ceramics/Pottery III (Y) enhances level-two skills and provides opportunities to apply design techniques in clay through hand building and/or other wheel throwing techniques. Presents ceramic/pottery forms as art and craft in historical context. Explores ideas and questions about purposes and functions of ceramic forms, past and present.</p>	5 0 . 0 4 1 3 0 9 9	1.0	VA Ceramics/ Pottery II
<p>Jewelry & Metalcraft I (Y) introduces the basic methods and materials of jewelry making. Explores a variety of media, tools, and techniques. The safe and proper uses of materials and equipment will be stressed.</p>	5 0 . 0 4 6 0 0 9 9	1.0	VA Comp/Teache r Recommendat ion
<p>Jewelry & Metalcraft II (YP) enhances level-one methods and techniques of jewelry making. Continues to explore and use a variety of media, tools, and techniques.</p>	5 0 . 0 4 6 2 0 9 9	1.0	Jewelry & Metalcraft I/Teacher Recommendat ion
<p>Visual Arts/Fashion Design I introduces fashion design techniques such as mood boards, illustration, draping, patternmaking, textile manipulation, and sewing. Explores historical origins and use of fashion in Western and non-Western cultures. Applies art criticism techniques to judgments about historic and contemporary fashion designs.</p>	5 0 . 0 9 3 1 0 9 9		VA Comp
<p>Visual Arts/Fashion Design II emphasizes design elements and principles in the production of two- and three-dimensional works. Enhances level-one skills in fashion design and provides opportunities to apply design techniques in a variety of media. Focuses on one or a combination of several techniques to expand knowledge of historical origins of fashion design. Emphasizes mastery of more complex techniques and development of personal style culminating in an illustrated portfolio.</p>	5 0 . 0 9 3 2 0 9 9		VA Comp
<p>AP Studio Art: 2-D Design (Y) conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.</p>	5 0 . 0 8 1 3 0 9 5	1.0	Teacher Rec.

<p>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.</p>	5 0 . 0 8 1 4 0 9 5	1.0	Teacher Rec.
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Theatre Arts

Course Name/Description	Course Number	Credit	Prerequisite
<p>Theatre Arts/Fundamentals I (Y) serves as prerequisite for other theater/drama courses. Develops and applies performance skills through access to basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.</p>	5 2 . 0 2 1 0 0 9 9	1.0	None
<p>Theatre Arts/Fundamentals II (Y) enhances level-one skills by producing and studying children's theater in depth with performance opportunities.</p>	5 2 . 0 2 2 0 0 9 9	1.0	Theatre Fundamentals
<p>Dramatic Arts/Fundamentals III (Y) enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.</p>	5 2 . 0 2 3 0 0 9 9	1.0	Theatre Fundamentals
<p>Dramatic Arts/Fundamentals IV (Y) enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.</p>	5 2 . 0 2 4 0 0 9 9	1.0	Theatre Fundamentals
<p>Theatre Arts/Acting I Introduces the acting process and the role of the actor in various styles/methods with a focus on scene study. Stresses developing imagination, observation, concentration on powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions, and ideas; enhances self-confidence and self-awareness. Theatre is used as a means to encourage cooperative learning team work, organization and leadership skills. The class allows all students the opportunity to perform on a regular basis.</p>	5 2 . 0 6 1 0 0 9 9	1.0	Theatre Fundamentals
<p>Theatre Arts/Acting II Enhances level-one skills with emphasis on classical and historical scene study.</p>	5 2 . 0 6 2 0 0 9 9		Acting I
<p>Theatre Arts/Technical Theatre I This introductory course explores the definition, design, and use of technical elements associated with theatre sets, props, costumes, makeup, lights, and sound.</p>	5 2 . 0 4 1 0 0 9 9		

Music

Course Name/Description	Course Number	Credit	Prerequisite
<p>Beginning Band I (Semester 1) (Y) Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production. Organizes objectives for self-paced progress. Stresses individual progress and group experiences. For 9th grade and first time instrument players.</p>	5 3 . 0 3 6 1 0 9 9	1.0	
<p>Beginning Band II (Semester 2) (Y) Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences.</p>	5 3 . 0 3 6 1 0 9 9	1.0	
<p>Intermediate Band I (Semester I) (Y) provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills.</p>	5 3 . 0 3 7 1 0 9 9	1.0	Beginning Band or Teacher Rec.
<p>Intermediate Band II (Semester 2) (Y) enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.</p>	5 3 . 0 3 7 2 0 9 9	1.0	Beginning Band or Teacher Rec.
<p>Advanced Band I (Semester 1) (Y) provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.</p>	5 3 . 0 3 8 1 0 9 9	1.0	Beginning Band or Teacher Rec.
<p>Advanced Band II (Semester 1) (Y) enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.</p>	5 3 . 0 3 8 2 0 9 9	1.0	Beginning Band or Teacher Rec.
<p>Advanced Instrumental Ensemble I (Semester I) (Y) offers advanced-level performers an alternative ensemble experience to large band and orchestra. This course is designated for percussionists only. Only offered in the Fall.</p>	5 3 . 0 3 9 1 0 9 9	1.0	Advanced Band and Teacher Rec

<p>Mastery Band I (Semester 2) (Y) allows students to develop master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. They explore compositional and improvisational techniques of instrumental music. Only offered in the Spring.</p>	5 3 . 0 3 9 2 0 9 9	1.0	Advanced Band and Teacher Rec
<p>Advanced Jazz I (Semester 1) (Y) offers opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in jazz. Covers performance and production, creative aspects of music (especially improvisation and composition) and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as major component of our cultural heritage.</p>	5 3 . 0 6 6 1 0 9 9	1.0	Advanced Band and Teacher Rec
<p>Advanced Jazz II (Semester 2) (Y) enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in Jazz.</p>	5 3 . 0 6 6 2 0 9 9	1.0	Advanced Band and Teacher Rec
<p>Beginning Orchestra I (Semester I) (Y) Provides opportunities to develop performance skills and precision on orchestral stringed instruments. Emphasizes performance and production. Organizes objectives for self-paced progress through all levels. Stresses individual progress and ensemble experiences. For first time players and 9th graders.</p>	5 4 . 0 5 6 1 0 9 9	1.0	None
<p>Beginning Orchestra II (Semester 2) (Y) enhances level-one skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences.</p>	5 4 . 0 5 6 2 0 9 9	1.0	
<p>Intermediate Orchestra I(Semester 1) (Y) provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.</p>	5 4 . 0 5 7 1 0 9 9	1.0	Beginning Orchestra or Teacher Rec
<p>Intermediate Orchestra II(Semester 2)(Y) enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p>	5 4 . 0 5 7 2 0 9 9	1.0	Beginning Orchestra or Teacher Rec
<p>Advanced Orchestra I (Semester 1)(Y) provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.</p>	5 4 . 0 5 8 1 0 9 9	1.0	Beginning Orchestra or Teacher Rec

<p>Advanced Orchestra II (Semester 2)(Y)</p> <p>enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p>	<p>5 4 . 0 5 8 2 0 9 9</p>	<p>1.0</p>	<p>Beginning Orchestra or Teacher Rec</p>
<p>Beginning Choral Ensemble I (Semester 1) (Y)</p> <p>provides opportunities to develop performance skills and knowledge in ensemble singing. Covers performance and production, analysis and theoretical studies. Stresses balance of individual progress and group success. All 9th graders and 1st time high school choral students.</p>	<p>5 3 . 0 7 1 1 0 9 9</p>	<p>1.0</p>	
<p>Beginning Choral Ensemble II (Semester 2) (Y)</p> <p>enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge in large group choral singing.</p>	<p>5 3 . 0 7 1 2 0 9 9</p>	<p>1.0</p>	
<p>Intermediate Choral Ensemble I (Semester 1)(Y)</p> <p>provides opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and group experiences; offers large and small ensemble experiences. WOMEN ONLY</p>	<p>5 3 . 0 7 2 1 0 9 9</p>	<p>1.0</p>	<p>Beginning Chorus or Teacher Rec</p>
<p>Intermediate Choral Ensemble II (Semester 2)(Y)</p> <p>enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. . Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences; builds skills in reading and vocal performance. WOMEN ONLY</p>	<p>5 3 . 0 7 2 2 0 9 9</p>	<p>1.0</p>	<p>Beginning Chorus or Teacher Rec</p>
<p>Advanced Choral Ensemble I (Semester 1) (Y)</p> <p>provides opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences and a variety of styles appropriate to the smaller ensemble.</p>	<p>5 3 . 0 7 3 1 0 9 9</p>	<p>1.0</p>	<p>Beginning Chorus or Teacher Rec</p>

<p>Advanced Choral Ensemble II (Semester 2) (Y) Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p>	5 3 . 0 7 3 2 0 9 9	1.0	Beginning Chorus or Teacher Rec
<p>Beginning Music Technology Students learn how to use digital tools and resources to create, present, respond, and connect to music as an art form and/or industry.</p>	5 3 . 0 2 2 1 0 9 9	1.0	None
<p>Fundamentals of the Music Industry I This course combines education in music, music technology, and ethical business and industry practices with career preparation.</p>	5 3 . 0 9 7 0 0 9 9		None
<p>Music Appreciation (Y) Introduces production and performance, covering terminology and idioms, elements of music, perceptive listening and attitudes, and appreciation. Stresses the ability to become a literate consumer along with the ability to speak and write fluently about music. Leads into music technology, introduction to music industry, or ensemble music courses.</p>	5 3 . 0 4 1 0 0 9 9	1.0	None

Career, Technical, and Agricultural Education

Osborne's Career Cluster Offerings:

Arts, Audio/Video Tech, & Communications*

Business Management & Administration*

Finance*

Government & Public Administration*

Hospitality & Tourism*

Human Services*

Law, Public Safety, Corrections & Security*

Science, Technology, Engineering & Math*

Arts, Audio/Video Technology, & Communications

Audio & Video Technology and Film

Course Name/Description	Course Number	Credit	Prerequisite
<p>Audio & Video Technology and Film I (Y)</p> <p>prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics.</p> <p>Pathway Courses:</p> <ol style="list-style-type: none"> 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III 	10.5181099	1.0	None
<p>Audio & Video Technology and Film II (Y)</p> <p>is the 2nd course in the Audio & Video Tech pathway. This course will prepare students for a career in Audio Video Technology and Film production and/or transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics.</p> <p>Pathway Courses:</p> <ol style="list-style-type: none"> 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III 	10.5191099	1.0	Audio and Video Technology and Film I
<p>Audio & Video Tech and Film III (Y)</p> <p>is the 3rd course in the Audio & Video Tech pathway. The course enhances level-two skills and provides entry-level occupational skills. It is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production.</p> <p>Pathway Courses:</p> <ol style="list-style-type: none"> 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III 	10.5201099	1.0	Audio & Video Tech II And Teacher Rec.

Graphic Design and Communication

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

Business Management & Administration

Business and Technology

Course Name/Description	Course Number	Credit	Prerequisite
<p>Intro to Business & Technology (Y)</p> <p>provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for career pathways. Students will learn essentials for working in a business environment, and managing and owning a business.</p> <p>Pathway Courses:</p> <ol style="list-style-type: none"> 1. Intro to Business & Technology 2. Business & Technology 3. Business Communications 	0 7 . 4 4 1 3 0 9 9	1.0	None

<p>Business & Technology (Y)</p> <p>Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning.</p> <p>Pathway Courses:</p> <ol style="list-style-type: none"> 1. Intro to Business & Technology 2. Business & Technology 3. Business Communications 	07.4410099	1.0	Intro to Business & Technology
<p>Business Communications (Y)</p> <p>As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication.</p> <p>Pathway Courses:</p> <ol style="list-style-type: none"> 1. Intro to Business & Technology 2. Business & Technology 3. Business Communications 	07.7510099	1.0	Legal Environment of Business
<p>Introduction to Financial Technology</p> <p>This is the foundational course for the FinTech (Financial Technology) pathway. The course is a fundamental course that explores what new financial technologies are emerging and how technological advances in data analytics are enabling innovation in the financial industry. Through this course students examine new services and business models in various areas of banking, insurance, and financial asset management. Students will not only understand the concepts but will apply their knowledge to situations and defend their actions, decisions, and choices through the knowledge and skills acquired in this course. Various forms of technologies and internet research will be highlighted to expose students to the resources available within financial technology.</p>	07.4270099	1.0	None
<p>Legal Environment of Business</p> <p>Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large.</p>	06.4150099	1.0	Intro to Business & Technology
<p>Entrepreneurship</p> <p>Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.</p>	06.4161099	1.0	Intro to Business & Tech & Legal Environment of Business

<p>Human Resources Principles Students will analyze the primary functions of human resources management which include recruitment, selection, training, development, compensation, and evaluation. The course is designed to equip students with operational knowledge of hiring, managing, and firing employees. Throughout this course students will be introduced to the Human Resource Management role by following the life cycle of an employee from organizational entry to exit</p>	06.4180099	1.0	Intro to Business & Technology and Legal Environment of Business
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Finance

Business Accounting

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

Government & Public Administration

JROTC Army

Course Name/Description	Course Number	Credit	Prerequisite
<p>JROTC Army Leadership Education I (Y) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.</p> <p>Pathway Courses: 1. JROTC Leadership Education I 2. JROTC Leadership Education II 3. JROTC Leadership Education III</p>	28.0310099	1.0	None
<p>JROTC Army Leadership Education II (Y) includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p> <p>Pathway Courses: 1. JROTC Leadership I 2. JROTC Leadership II 3. JROTC Leadership III</p>	28.0320099	1.0	JROTC I
<p>JROTC Army Leadership Education III/ Health & Personal Fitness(Y) includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p> <p>Pathway Courses: 1. JROTC Leadership I 2. JROTC Leadership II 3. JROTC Leadership III</p>	28.0330029	1.0	JROTC II

<p>JROTC Army Leadership Education IV (Y) includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p>	<p>2 3 . 0 3 4 0 0 9 9</p>	<p>1.0</p>	<p>JROTC III</p>
<p>JROTC Army Leadership Education V(Y) includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a resume, study smart, build a team, resolve conflicts and perform community service. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p>	<p>2 8 . 0 3 5 0 0 9 9</p>	<p>1.0</p>	<p>JROTC IV</p>
<p>JROTC Army Leadership Education VI (Y) includes classroom instruction and laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance, learning how to write positive affirmations and use them to affect positive change. Study character education and development and perform a community service project based on what you have learned. Students can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)* for completing studies in character education and performing related service projects. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p>	<p>2 8 . 0 3 6 0 0 9 9</p>	<p>1.0</p>	<p>JROTC V</p>
<p>JROTC Army Leadership Education VII (Y) expands on the skills taught in JROTC 6. It focuses on creating a positive leadership situation, team development, project management and the importance of mentoring as a leader or as a follower. Interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are included. Students are given the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure</p>	<p>2 8 . 0 3 7 0 0 9 9</p>	<p>1.0</p>	<p>JROTC VI</p>
<p>JROTC Army Leadership Education VIII (Y) expands on the skills taught in JROTC 7 and reinforces previous leadership experiences. It allows students to continue to build their leadership, management, decision making and negotiating skills by serving in a variety of staff or leadership positions. Students create a career portfolio to plan for college or work. Students are expected to take leadership roles in the battalion and participate in community service or service learning projects based on their level of leadership development.</p>	<p>2 8 . 0 3 8 0 0 9 9</p>	<p>1.0</p>	<p>JROTC VII</p>

Hospitality & Tourism

Culinary Arts

Course Name/Description	Course Number	Credit	Prerequisite
<p>Introduction to Culinary Arts (Y)</p> <p>Is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures.</p> <p>Pathway courses:</p> <ol style="list-style-type: none"> 1. Introduction to Culinary Arts 2. Culinary Arts I 3. Culinary Arts II 	20.5310099	1.0	None
<p>Culinary Arts I(Y)</p> <p>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.</p> <p>Pathway courses:</p> <ol style="list-style-type: none"> 1. Introduction to Culinary Arts 2. Culinary Arts I 3. Culinary Arts II 	50.5321099	1.0	Introduction to Culinary Arts
<p>Culinary Arts I(Y)</p> <p>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.</p> <p>Pathway courses:</p> <ol style="list-style-type: none"> 1. Introduction to Culinary Arts 2. Culinary Arts I 3. Culinary Arts II 	50.5331099	1.0	Culinary Arts I

Law Enforcement Services/Criminal Investigations

Law Enforcement Services/Criminal Investigations

Course Name/Description	Course Number	Credit	Prerequisite
<p>Introduction to Law, Public Safety, Corrections, and Security (Y)</p> <p>examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.</p> <p>Pathway courses:</p> <ol style="list-style-type: none"> 1. Introduction to Law, Public Safety, Corrections, and Security 2. Criminal Justice Essentials 3. Criminal Investigations 	43.4500099	1.0	None

<p>Criminal Justice Essentials (Y) provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system.</p> <p>Pathway courses:</p> <ol style="list-style-type: none"> 1. Introduction to Law, Public Safety, Corrections, and Security 2. Criminal Justice Essentials 3. Criminal Investigations 	4 3 . 4 5 1 0 0 9 9	1.0	Introduction to Law, Public Safety, Corrections, and Security
<p>Criminal Investigations (Y) is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation.</p> <p>Pathway courses:</p> <ol style="list-style-type: none"> 1. Introduction to Law, Public Safety, Corrections, and Security 2. Criminal Justice Essentials 3. Criminal Investigations 	4 3 . 4 5 3 0 0 9 9	1.0	Criminal Justice Essentials

Science, Technology, Engineering, & Mathematics

Engineering and Technology

Course Name/Description	Course Number	Credit	Prerequisite
<p>Foundations of Engineering and Technology (Y) is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the “E” in STEM.</p> <p>Pathway courses:</p> <ol style="list-style-type: none"> 1. Foundations of Engineering and Technology 2. Engineering Concepts 3. Engineering Applications 	2 1 . 4 2 5 0 0 9 9	1.0	None
<p>Engineering Concepts (Y) is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment.</p> <p>Pathway courses:</p> <ol style="list-style-type: none"> 1. Foundations of Engineering and Technology 2. Engineering Concepts 3. Engineering Applications 	2 1 . 4 7 1 0 0 9 9	1.0	Foundations of Engineering and Technology
<p>Engineering Applications (Y) is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawings and prototypes.</p> <p>Pathway courses:</p>	2 1 . 4 7 2 0 0 9 9		Engineering Concepts

1. Foundations of Engineering and Technology 2. Engineering Concepts 3. Engineering Applications			
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Health/PE

Course Name/Description	Course Number	Credit	Prerequisite
<p>Health & Personal Fitness(BPE)</p> <p>Health provides a direct and factual approach to health education that is practical, personal, and positive. Topics include safety, drug education, nutrition, personal health, growth and development, building self-esteem, and relationship skills. By acquiring the knowledge, attitudes, and skills necessary to a healthful life, students learn to take responsibilities for their own health. Personal Fitness is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course will emphasize strategies for maintaining good cardiovascular endurance, flexibility, muscular strength and endurance, and body composition.</p>	3 6 . 0 5 8 0 0 9 9	1.0	None
<p>General PE</p> <p>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.</p>			
<p>Weight Training (Y)</p> <p>is designed to introduce students to a weight-training program that will promote over-all body fitness. The student will be exposed to different types of weight equipment and methods of training with weights. The student will also gain knowledge of the different types of exercises, correct techniques of executing the various exercises, proper breathing, and the safety factors involved in spotting.</p>	3 6 . 0 5 4 0 0 9 9	1.0	None
<p>Advanced Weight Training (Y)</p> <p>is designed to build on the principles and concepts taught in Weight Training to promote over-all body fitness.</p>	3 6 . 0 6 4 0 0 9 9	1.0	Athletes Coach sign up