

KELL

High School



Freshman

Registration Handbook

INTRODUCTION

Welcome to Kell High School — Home of the Longhorns! We look forward to your arrival! We know that you will continue working hard during the second semester of Middle School to prepare yourself for the transition to High School. The following information will be helpful to you and your parent(s)/guardian(s) in making course selections for the upcoming school year. Please read this handbook carefully.

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

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

During registration, your 8th grade teachers will recommend your core classes based upon performance criteria and your academic achievement. You, with your parents'/guardians' assistance, will select your elective courses. It is important for you to consider which college and/or career pathway you will complete in high school and choose courses in which you are interested.

Kell High School
4770 Lee Waters Rd.
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
ScienceDanielle 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

Helpful Websites

Kell High School

- Homepage: <http://www.cobbk12.org/Kell>
- Counseling: <https://tinyurl.com/Kell-High-School-Counseling>
- Athletics: <https://kellathletics.org/>
- Registration: <https://www.cobbk12.org/kell/page/1032/registration>
- Use other drop-down menus to access and explore our website

NCAA Clearinghouse

- Eligibility Center: <https://web3.ncaa.org/ecwr3/>
- NCAA FAQ: <https://ncaa.egain.cloud/kb/EligibilityHelp/home>

GA HOPE Scholarship & Programs

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

Making the Transition from Middle School to High School

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

The Academic Program: Credits, Promotion, and GPA

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

Athletic Eligibility

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

Future Plans

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

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 GSE Geometry 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 World Language Fine Arts	3 Units from any of these areas Though there is no World 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. All students are encouraged to complete a college and/or career pathway by earning 3 units of credit in a coherent series of courses leading to college readiness and/or a career readiness certificate endorsed by related industries. Students may choose from any of the CTAE pathways, a fine arts pathway, a world language pathway, or an advanced academic pathway. See your professional school counselor for specific pathway courses.
Health and Physical Education	1 Unit Including: ½ Unit Health ½ Unit Personal Fitness NOTE: Students who earn 3 units in JROTC will have met the health & personal fitness requirement.
Electives	4 Units
TOTAL UNITS MINIMUM	23 Units

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

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

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

REGISTRATION DIRECTIONS

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

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

1. Read this registration handbook completely including course descriptions. This information will provide you with descriptions of the academic core courses and help you make good elective choices. Review and discuss elective choices with your parent(s)/guardian(s).
2. Rank your top 7 elective choices. This will include alternates.
3. **WAIVER PROCEDURES:** We will distribute a Course Request Profile form in late April showing all of the courses (both academic core and electives) for which you are registered. If any of the courses listed on the form are incorrect or you disagree with a course recommendation, then follow the directions on the form to change the course(s). ***By changing the recommended course, you assume responsibility for the placement and accept the level of rigor that the new course presents. Once a course change has been fulfilled, it will not be reversed.

Sample student schedules: 4x4 block

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

	<u>Fall Semester</u>	<u>Spring Semester:</u>
1 st Block:	9 th Lit/Composition	GSE Algebra 1
2 nd Block:	Health/BPE (elective 1-required)	Visual Art: Comprehensive (elective 3)
3 rd Block:	Intro to Culinary Arts (elective 2)	Intro Team Sports (elective 4)
4 th Block:	Honors Biology	Humanities
1st Block:	Band 1 (elective 2)	Band 2 (elective 3)
2 nd Block:	German (elective 4)	Honors Biology
	<u>Fall Semester</u>	<u>Spring Semester:</u>
1 st Block:	Humanities	Latin I (elective 3)
2 nd Block:	Foundations of Algebra (elective 2)	Algebra 1
3 rd Block:	Health/BPE (elective 1-required)	9 th Lit/Composition
4th Block:	Honors Biology	Intro to Graphics & Design (elective 4)
(Students take Foundations of Algebra during semester 1 and Algebra 1 during semester 2)		

Sample 4x4 Block Schedule: Navy JROTC— Students choosing NJROTC are encouraged to enroll in both Cadet Field Manual & Intro to NJROTC, but taking both courses is not required.

	<u>Fall Semester</u>	<u>Spring Semester:</u>
1 st Block:	GSE Algebra 1	Honors Spanish 3
2 nd Block:	Honors Spanish II (elective 2)	Honors Biology
3rd Block:	NJROTC—Cadet Manual (elective 1)	NJROTC—Intro NJROTC (elective 4)
4 th Block:	AP Human Geography	Honors 9 th Lit/Comp

2022-2023 Course Offerings for Incoming Freshmen

English: 9th Literature/Composition
Honors 9th Literature/Composition
ESOL 9th Literature/Composition

Mathematics: Foundations of Algebra
GSE Algebra 1
GSE Geometry
GSE Honors Geometry
GSE Honors Algebra 2

Science: Environmental Science
Biology
Honors Biology

Social Humanities
Honors Humanities
AP Human Geography

Electives:

AVID: AVID I (Elective; application and interview)

World Languages: German I
Latin I
Spanish I / Spanish II / Honors Spanish II

Fine Arts: Band I & II
Chorus I & II
Orchestra I & II
Fundamentals of Drama I & II
Technical Theatre I & II
Visual Arts: Comprehensive (Art Level 1)

Note: Students who complete VA Comp in 8th Grade and wish to continue in visual arts may choose Drawing & Painting I.

Career Tech: Audio & Video Technology & Film
Found of Engineering & Technology
Introduction to Graphics & Design
JROTC – Navy
Marketing Principles
Introduction to Software Technology
Introduction to Culinary
Project Lead the Way (Biomedical)

Phys Education: Health & Personal Fitness
Intro to Team Sports
Weight Training (must be participating in a sport)

English/Language Arts

Course Name/Description	Course Number	Prerequisite	Units
9th Grade Lit/Comp is a college prep class which integrates composition, grammar, and literature. It covers the writing process; the development of vocabulary, speaking, listening, and researching skills will also be included.	2 3 . 0 6 1 0 0 1 1	TR and 9 th Grade Placement Chart	1.0 EOC
Honors 9th Grade Lit/Comp is an accelerated college prep course designed for the student who has a serious interest in the interpretation of literature. It integrates writing, grammar and usage, speaking and listening. It includes reading a variety of literary genres: short stories, novels, poetry, drama, and nonfiction. It also emphasizes oral and written response to literature.	2 3 . 0 6 1 0 0 0 7	TR and 9 th Grade Placement Chart	1.0 EOC (earns 0.5 quality point)
ESOL 9th Grade Lit/Comp is a college prep class which integrates composition, grammar and literature. It covers the writing process; the development of vocabulary, speaking, listening and researching skills will also be included. Adaptations in presentation are made to accommodate ESOL students.	2 3 . 0 6 1 0 0 9 9	TR and 9 th Grade Placement Chart	1.0 EOC

Science

Course Name/Description	Course Number	Prerequisite	Units
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.	2 6 . 0 6 1 1 0 1 1	TR and 9 th Grade Placement Chart	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.	26.0120011	TR and 9 th Grade Placement Chart	1.0
Honors Biology is an accelerated course designed for students interested in pursuing advanced sciences or careers in the science or engineering fields. Students will learn and understand biological processes that occur on the molecular, cellular, systemic, and environmental levels. Students will also be able to implement applications of biological processes to everyday situations.	2 6 . 0 1 2 0 0 0 3	TR and 9 th Grade Placement Chart	1.0 EOC (earns 0.5 quality point)

Mathematics

Course Name/Description	Course Number	Prerequisite	Units
<p>Foundations of Algebra & Algebra 1 Foundations of Algebra is a first year high school mathematics course option aimed at students who have reported low standardized test performance in prior grades and/or have demonstrated significant difficulties in previous mathematics classes. This course will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses. Students will take Foundations of Algebra during the 1st semester and Algebra 1 in the 2nd semester.</p>	<p>2 7 . 0 4 8 1 0 1 1</p> <p>2 7 . 0 9 9 0 0 2 3</p>	<p>TR and 9th Grade Placement Chart</p>	<p>1.0</p> <p>1.0 EOC</p>
<p>GSE Algebra 1 is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. Students will gain a foundation in linear, quadratic, and exponential functions, and will gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, effect of function parameters, and describing data.</p>	<p>2 7 . 0 9 9 0 0 1 1</p>	<p>TR and 9th Grade Placement Chart</p>	<p>1.0 EOC</p>
<p>GSE Geometry is the second course in the sequence and represents a discrete study of geometry with correlated statistics applications. Units of study include transformations in the coordinate plane, similarity, congruence, & proofs, right triangle trigonometry, circles & volume, geometric & algebraic connections, and applications of probability.</p>	<p>2 7 . 0 9 9 1 0 1 1</p>	<p>GSE Algebra 1 and TR</p>	<p>1.0</p>
<p>GSE Honors Geometry contains all of the standards included in the on-level geometry course with a few additional standards and explores the concepts at a deeper level. This course is intended for students who complete Algebra 1 in the 8th grade or who excel in Algebra 1 as a 9th grade student.</p>	<p>2 7 . 0 9 9 1 0 0 3</p>	<p>GSE Algebra 1 and TR</p>	<p>1.0 (earns 0.5 quality point)</p>

Social Studies

Course Name/Description	Course Number	Prerequisite	Units
<p>Humanities/Social Studies: is an introduction and foundation to high school Social Studies for ninth graders. It includes a survey of the history of civilization, including art, language, science, religion and architecture. It provides an interdisciplinary approach that encourages the development of critical thinking, as well as analytical writing and reading skills.</p>	4 5 . 0 1 4 0 0 1 1	TR and 9 th Grade Placement Chart	1.0
<p>Honors Humanities/Social Studies: is an introduction and foundation to high school Social Studies for ninth graders. This is an accelerated course utilizing advanced writing prompts and reading passages intended for students interested in taking Honors World History or AP World History sophomore year. It includes a survey of the history of civilization, including art, language, science, religion and architecture. It provides an interdisciplinary approach that encourages the development of critical thinking, as well as analytical writing and reading skills.</p> <p>This course is a prerequisite for AP World History.</p>	4 5 . 0 1 4 0 0 0 3	TR and 9 th Grade Placement Chart	1.0 (earns 0.5 quality point)
<p>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.</p>	4 5 . 0 7 7 0 0 9 5	TR and 9 th Grade Placement Chart	1.0 (earns 1.0 quality point)

Special Education

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

AVID

Course Name/Description	Course Number	Prerequisite	Units
<p>AVID I 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.</p>	<p>3 5 . 0 6 1 0 0 1 9</p>	<p style="text-align: center;">Application and Interview Process</p> <p style="text-align: center;">Contact melissa.patterson@cobbk12.org</p>	<p>1.0 Elective credit</p>

World Languages

Course Name/Description	Course Number	Prerequisite	Units
<p>German I is 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.</p>	6 1 . 0 1 1 0 0 1 1	None	1.0
<p>Latin I 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.</p>	6 1 . 0 4 1 0 0 1 1	None	1.0
<p>Note: Students who complete Spanish I in 8th Grade and wish to continue that language in high school may choose the second or second & third level courses. See your current world language teacher for the appropriate course numbers.</p>			
<p>Spanish I is an introduction to the language and culture of Spain and other Spanish-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.</p>	6 0 . 0 7 1 0 0 1 1	None	1.0
<p>Spanish II is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the Spanish-speaking world.</p>	6 0 . 0 7 2 0 0 1 1	Spanish I	1.0
<p>Honors Spanish II is designed for the student who has demonstrated superior facility in foreign language and offers a variety of opportunities for enrichment and oral work. ***Students must take a placement test and be recommended by the Kell World Languages dept. to remain in this course. Students who request this course but do not score well on the placement test will be moved to on-level Spanish II.</p>	6 0 . 0 7 2 0 0 0 3	Teacher Recommendation	1.0 (earns 0.5 quality point)

Fine Arts

Course Name/Description	Course Number	Prerequisite	Units
<p>Band I and Band II are the entry level Band performance classes that focus on the basic fundamentals of tone production, music reading, and performance. The band class focuses on the development of the combined ensemble. Students are placed in appropriate level band classes based upon auditions.</p>	<p>*COMBO COURSE: Students use two (2) electives and enter both courses on their registration worksheet. 5 3 . 0 3 6 1 0 9 9 5 3 . 0 3 6 2 0 9 9</p>	Audition	1.0 1.0
<p>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.</p>	<p>*COMBO COURSE: Students use two (2) electives and enter both courses on their registration worksheet. 5 4 . 0 2 1 1 0 9 9 5 4 . 0 2 1 2 0 9 9</p>	None	1.0 1.0
<p>Orchestra I and Orchestra 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 the development of the combined ensemble.</p>	<p>*COMBO COURSE: Students use two (2) electives and enter both courses on their registration worksheet. 5 3 . 0 5 6 1 0 9 9 5 3 . 0 5 6 2 0 9 9</p>	6 th , 7 th , & 8 th Grade Orchestra Or Audition	1.0 1.0
<p>Fundamentals of Drama I is the entry level theatre performance course that develop performance, writing, and design skills through acting exercises, improvisation, scene study, stage combat, directing, and design projects in costume, make-up, and sets.</p>	5 2 . 0 2 1 0 0 9 9	None	1.0
<p>Visual Art: Comprehensive (Art: Level 1) is a prerequisite for all other visual art classes. 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> <p>Students who are interested in Art are encouraged to sign up for Drawing and Painting (Art: Level 2) as well.</p> <p>Note: Students who complete this course in 8th Grade and wish to continue in visual arts may choose another visual art elective. See your 8th Grade visual art teacher for a list of electives available to you.</p>	5 0 . 0 2 1 1 0 9 9	None	1.0

Career Technical (CTAE)

Course Name/Description	Course Number	Prerequisite	Units
<p>Audio & Video Technology & Film I 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,</p>	1 0 . 5 1 8 1 0 9 9	None	1.0

<p>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 			
<p>Intro to Graphics & Design</p> <p>is the foundational course for both the Graphics Production and Graphics Design pathways. This course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics & 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 or Adv Graph Output Processes 	4 8 . 5 6 1 0 0 9 9	None	1.0
<p>JROTC Navy (NS1) – Cadet Field Manual JROTC Navy (NS1) – Intro to NJROTC</p> <p>The purpose of these courses is to help students understand the missions, goals, and opportunities available as members of the NJROTC program. The course combines all information on military drills and ceremonies, uniform regulations, physical fitness, principles of health, first aid, survival, leadership, and communications. This course will also introduce students to the basic principles of leadership, which combined with the many opportunities for practical experience in the NJROTC program will prepare them for leadership roles in school and upon graduation. Students will gain an understanding of our nation, our values, traditions, heritage, respect for our laws, as well as becoming involved, responsible citizens.</p> <p>Note: Students who enroll in both courses should <u>strike-through Health & Personal Fitness</u> on the orange elective worksheet and choose another elective. Students who earn three (3) units of JROTC are not required to take the Health & Personal Fitness course.</p>	<p>2 8 . 0 2 1 0 0 9 9</p> <p>2 8 . 0 2 2 0 0 9 9</p> <p>(New cadets are encouraged to choose both courses so that they are enrolled in JROTC both semesters. Students must use two electives and enter both courses on their worksheet for this option.)</p>	None	<p>1.0</p> <p>1.0</p>
<p>Marketing Principles</p> <p>addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Admin skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies.</p> <p>Pathway Courses:</p> <ol style="list-style-type: none"> 1. Marketing Principles 2. Marketing & Entrepreneurship 3. Marketing & Management 	0 8 . 4 7 4 0 0 9 9	None	1.0

<p>Introduction to Culinary Arts 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 an 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 	2 0 . 5 3 1 0 0 9 9	None	1.0
<p>Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in 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</p>	11.44600	None	1.0

<p>Foundations of Engineering and Technology</p> <p>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.</p> <p>Pathway Courses:</p> <ol style="list-style-type: none"> 1. Foundations of Engineering and Technology 2. Engineering Concepts 3. Engineering Applications 4. Engineering Research and Design 	<p>21.4250099</p>	<p>None</p>	<p>1.0 CTAE elective</p>
<p>Project Lead the Way (PLTW) Principles of Biomedical Science</p> <p>is the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.</p> <p>Students will be engaging in activities like dissecting a sheep heart, running gel electrophoresis and culturing bacteria students explore concepts of biology and medicine to determine factors that led to the death of a fictional person.</p> <p>1st year= Principles of Biomedical Science 2nd year= Human Body Systems 3rd year= Medical Interventions</p>	<p>40.0930067</p>	<p>Must be enrolled in Honors Biology (or be in honors biology 2nd semester) They must score a 5 (1 to 9) or higher to move onto Human Body Systems (course 2). Each year builds on the prior year's knowledge/background.</p>	<p>1.0</p>

Physical Education

Course Name/Description	Course Number	Prerequisite	Units
<p>Health & Personal Fitness(BPE) Health provides a direct and factual approach to health education that is practical, personal, and positive. Topics include safety, drug education, nutrition, personal health, growth and development, building self-esteem, and relationship skills. By acquiring the knowledge, attitudes, and skills necessary to a healthful life, students learn to take responsibilities for their own health. Personal Fitness is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course will emphasize strategies for maintaining good cardiovascular endurance, flexibility, muscular strength and endurance, and body composition.</p>	17.0110098	All 9th grade students are automatically enrolled in Health/BPE	1.0
<p>Introductory 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.</p>	36.0210099	None	1.0
<p>Weight Training Due to the limited space in weight training, 9th grade students may not elect to take this class. If you are participating in high school athletics, contact your coach about taking this class. If your coach indicates that you should enroll in this class, then write the sport and coach's name in the "Course Name" space on the elective worksheet. Leave "Course Number" blank.</p>	36.0540099	Recommendation by high school coach only	