Campbell High School

2024-2025
Course Catalog

THE ACADEMIC PROGRAM

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

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

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

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

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

COURSE REQUESTS AND SCHEDULE CHANGES

Courses selected during registration should be considered final. Students will have the opportunity to review their schedules and request changes during schedule preview prior to the end of this school year. Please understand that it is not possible to honor requests for specific teachers, lunch periods or class placement within the day. The last day to request schedule changes for the 20232024 academic year will be during schedule preview in the later part of the spring semester.

However, if students have been improperly placed in a course, they will follow directions given the first day of class for DROP/ADD procedures. Additionally, administrative schedule changes may be made during the first ten days of each semester if a student does not meet the pre-requisite.

REGISTRATION DIRECTIONS

1. Read over all the course descriptions in the 2024-2025 CHS Course Catalog to become familiar with courses that will be offered. Be sure to pay close attention to any Pre-requisite requirements and the credit associated with the course(s).

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

2. Select four (4) core courses (1 each from English, Math, Science, and Social Studies) and at least four (4) elective courses from those listed in the 2024-2025 CHS Course Catalog. Speak with your teacher to you decide which course placements are appropriate for you.

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

* High School Graduation Requirements (Class of 2012 and subsequent years) The State Board of Education offers one common set of requirements for all students to earn a regular diploma. In order to receive a diploma, students must satisfy these requirements and must also satisfy any required EOC or Georgia High School Graduation Test requirement.

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

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

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

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

English/Language Arts

Course Name/Description
9th Grade Literature/Composition (Y) is a college prep class which integrates composition, grammar and literature. It covers the writing process. The course will also include the development of vocabulary, speaking, listening, and research skills.
Honors 9th Grade Lit/Comp (Y) is an accelerated college prep course designed for the student who has a serious interest in the interpretation of literature. It integrates writing, grammar and usage, speaking and listening. It includes reading a variety of literary genres: short stories, novels, poetry, drama and nonfiction, and emphasizes oral and written response to literature.
World Literature/Composition (Y) is a college prep course, which surveys the works of the early literature of the world through the present day. Skills in literary analysis and critical thinking are stressed. Literary terms, vocabulary study, composition techniques and parallel readings will be incorporated.
Honors World Literature (Y) is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. It emphasizes developing skills in literary analysis and critical thinking. It integrates persuasive and narrative writing with the reading of literature from around the world. Students will explore understanding of literature through class discussion and oral and written presentations.
American Lit/Comp (Y) is a college prep class which surveys American works and authors and will provide writing experiences related to the interpretation of literature. Grammar, vocabulary development, listening, speaking and research will also be included.
AP English Language (American Literature) (Y) is a college level course that focuses on critical thinking, reading and writing through the study and discussion of expository, analytical and argumentative essays. It emphasizes the connection between reading and writing mature prose. Students completing this course are expected to take the AP exam.
British Lit/Comp—Senior Lit (Y) is a college prep course which surveys British works and authors and provides writing experiences related to the interpretations of literature. Grammar, vocabulary development, listening, speaking and research will also be included.
Multicultural Lit/Comp—Senior Lit (Y) focuses on works by and about people of diverse ethnic backgrounds (African, African American, Native American, Asian, Hispanic/Latin). It stresses themes of cultural and linguistic diversity and develops critical thinking skills through class discussion and oral and written presentations.
Dramatic Writing/Advanced Comp—Senior Lit (Y) focuses on the writing of scripts, screenplays, and dramatic works for television shows, feature films, and theatrical productions. The students will also learn how to read and analyze literature through the lens of adapting the work to the stage or screen. Embedded credit of Advance Comp will be earned.
AP English Literature (Y) is a college-level course that focuses on the reading and analysis of literary works and the writing of critical essays. Each semester is designed as an accelerated and enriching experience in analytical and critical thinking. It also pre-supposes that a student is proficient in composition. Students completing this course are expected to take the AP exam.

AP Seminar ELA

AP Seminar ELA is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue connected to literature, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

Mathematics

Course Name/Description
Foundations of Algebra and Algebra: Concepts & Connections 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. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities. GSE Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The purpose of the Foundations class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Foundations of Algebra is a Math credit.
Algebra: Concepts & Connections This course is designed as the first course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.
Honors Algebra: Concepts & Connections This course is designed as the first course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.
Geometry: Concepts & Connections and Math Support This course is designed as the second course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. The purpose of the Math Support Class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Math Support is an elective class.

Geometry: Concepts & Connections

This course is designed as the second course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.

Honors Geometry: Concepts & Connections

This course is designed as the second course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.

Advanced Algebra: Concepts & Connections and Math Support

This course is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. This course is designed as the third course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. Math Support is an elective class.

Advanced Algebra: Concepts & Connections

This course is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. This course is designed as the third course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.

Honors Advanced Algebra: Concepts & Connections

This course is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. This course is designed as the third course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.

Pre-Calculus

Precalculus is a fourth-year math option for students who have completed Advanced Algebra (or the equivalent). The course provides students with the opportunity to develop a deeper understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities. Topics should be analyzed in multiple ways, including verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena.

AP Pre-Calculus

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Furthermore, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type.

AP Calculus AB

Calculus is a fourth-year math option for students who have completed Pre-Calculus. The course provides students with the opportunity to develop an understanding of the derivative and its applications as well as the integral and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of limits and continuity as applied to a variety of functions; the derivative as related to limits and continuity; various derivative rules such as product, quotient, and chain; applications of the derivative including curve analysis, applied max/min situations, related rate problems, and use of Mean Value Theorem; the definite integral as a limit of Riemann sums; properties of definite integrals; the Fundamental Theorem of Calculus as it relates derivatives and integrals; techniques of integration and applications of the integral, finding a particular solution curve given an initial condition, area between curves on a coordinate plane, and average value situations. Topics should be analyzed in multiple ways to include verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena. Prerequisite: This course is designed for students who have successfully completed Pre-Calculus. This course will prepare students to take the AP Exam in May.

Calculus

Calculus is a fourth-year math option for students who have completed Pre-Calculus. The course provides students with the opportunity to develop an understanding of the derivative and its applications as well as the integral and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of limits and continuity as applied to a variety of functions; the derivative as related to limits and continuity; various derivative rules such as product, quotient, and chain; applications of the derivative including curve analysis, applied max/min situations, related rate problems, and use of Mean Value Theorem; the definite integral as a limit of Riemann sums; properties of definite integrals; the Fundamental Theorem of Calculus as it relates derivatives and integrals; techniques of integration and applications of the integral, finding a particular solution curve given an initial condition, area between curves on a coordinate plane, and average value situations. Topics should be analyzed in multiple ways to include verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena. Prerequisite: This course is designed for students who have successfully completed Pre-Calculus.

Advanced Mathematical Decision Making

This course is designed to follow the completion of Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions. Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.

AP Statistics

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

Statistical Reasoning

Statistical Reasoning is a course that will help prepare students for a college Intro to Statistics course. Students will learn about data displays, experiments, surveys, probability, sampling distributions, and statistical testing. This course would also be a good preview for juniors interested in AP Statistics their senior year.

Science

Course Name/Description
Biology (Y) is a course in which the students will learn and understand biological functions and systems on the cellular, genetic, evolutionary, systematic, and ecological levels. Students will also be able to implement applications of biological processes to everyday situations.
Honors Biology (Y) is an accelerated course in which the students will learn and understand biological functions and systems on the cellular, genetic, evolutionary, systematic, and ecological levels. Students will also be able to implement applications of biological processes to everyday situations.
AP Biology (Y) is a course designed to be the equivalent of a college introductory biology course usually taken by biology or other science majors during their first year. The Advanced Placement course in biology differs significantly from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered, laboratory work done by students, and the time and effort required of students. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Some students, as college freshmen, are permitted to undertake upper-level courses in biology or register for courses for which biology is a Prerequisite. after achieving an adequate score on the optional Advanced Placement Examination.
Chemistry (Y) is a study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern-day industry and economics. Because of the abstract nature of atoms and molecules there is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis.
Honors Chemistry (Y) is an accelerated introduction to the study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern-day industry and economics. Because of the abstract nature of atoms and molecules there is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis. There is a significant amount of math.
Physics (Y) is a detailed study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, asound, and electromagnetic energies. Electromagnetic energies include optics, electricity and magnetism. Vector mathematics and Algebraic analysis are used extensively**.**
Honors Physics (Y) is an accelerated, in-depth study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics and electricity and magnetism. Vector mathematics and Algebraic analysis are used extensive

ESL Physics (Sheltered) (Y)
provides language support for ESL students to make required accommodations in strategies. This class is taught by a Science teacher. Only students identified as ESL have the option of registering for this course.

AP Physics (Y)
provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. The course ordinarily forms both parts of the college sequence that serves as the foundation in physics for students majoring in pre-medicine or applied sciences. Some students, as college freshmen, are permitted to undertake upper-level courses in physics or register for courses for which physics is a Pre-requisite after achieving an adequate score on the optional Advanced Placement Examination. Students completing this course are expected to take the AP exam.

Human Anatomy/Physiology (Y)
is designed to give the student an overview of the structures and functions of the major systems of the human body. The course is intended for a student who is interested in pursuing a career in various medical fields and physical education.

Honors Human Anatomy/Physiology (Y)
is an accelerated course designed to give the student an in-depth look at the structures and functions of the major systems of the human body. The course is intended for the student who is interested in pursuing a career in the medical fields or who is interested in advanced competency in medical science.

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

Forensic Science (Y)
in this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence

Zoology (Y)
is a systematic study of the animal kingdom and their basic identification characteristics. Emphasis will be placed on comparative anatomy, as well as on the methods that each phyla uses to accomplish the basic life processes.

Honors Zoology (Y)
Honors Zoology is a college-preparatory, project-based science elective that allows students to explore the scientific study of the animal kingdom. We will gradually progress through the animal kingdom phylum-by-phylum according to the evolutionary relationships from the most ancient animals (e.g. protozoa and sea sponges) to the most recently-evolved animals (e.g. birds and mammals). Therefore, we will be studying both invertebrates and vertebrates and their evolution, classification, anatomy, physiology, behavior, development, and ecology in depth.

AP Environmental Science (Y)
is scientific systematic examination of the interrelationships of the natural world, and the student will be able to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students completing this course are expected to take the AP exam.

Astronomy (Y)
Will provide the student with an introduction to the concept of modern astronomy, the origin and history of the Universe and the formation of the Earth and the Solar System. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of sophomore-high level mathematics. Laboratory exercises include experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums.

Social Studies

Course Name/Description
American Government (Quarter course – 9 weeks) is a study of the local, state, and federal governmental functions. Citizenship rights and responsibilities are emphasized. Focus areas include development of our political system, federalism, civil liberties, political parties, political theory and comparative government. Study of the functions of our executive, legislative, and judicial branches of government.
Honors American Government (Quarter course – 9 weeks) is an accelerated study of the local, state, and federal governmental functions. Citizenship rights and responsibilities are emphasized. Focus areas include development of our political system, federalism, civil liberties, political parties, political theory and comparative government. Also, the functions of our executive, legislative, and judicial branches of govt. will be studied.
AP U. S. Government (Y) conforms to the College Board topics for AP American Government which is the study of local, state, and federal government functions. Focus areas include the development of the political system, federalism, political parties, and political theory. Also, the executive, legislative and judicial branches will be studied.
AP Comparative Government (Y) (ELECTIVE) (A/B Day) conforms to the College Board topics for the Advanced Placement Comparative Government and Politics Examination. The course covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and introduction to comparative politics. *Must pair with another ½ credit course.
Principles of Economics (Quarter course 9 weeks) is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary and fiscal policies, and international trade.
Honors Principles of Economics (Quarter course 9 weeks) is an accelerated study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary and fiscal policies, and international trade.
AP Microeconomics (Y) is a course designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and function in product markets and includes the study of factor markets and the role of government. Students completing this course are expected to take the AP exam.
Sociology (Y) (Elective) is a study of human society and social behavior. The course provides students with a basic understanding of how humanity is shaped largely by the groups to which people belong and by the social interaction that takes place within those groups. Societal problems in the United States will also be discussed.
Psychology (Y) (Elective gives a general overview of the principles and concepts of psychology, including learning theory, perception, intellectual, and social development, abnormal behavior, and interpersonal relationships. The purpose of this course is to provide students with a better understanding of the dynamics that shape our own behaviors as well as the behaviors of others.
AP Psychology (Y) (Elective) is a college level survey course with study in Learning Theory, Abnormal Behavior, and Social Psychology. Extensive reading, writing and statistical analyses are required by students. The course follows the AP Psychology curriculum. Students completing this course are expected to take the AP exam.
AP Human Geography (Y) introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alternation of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Examines methods and tools geographers use in their science and practice. The course follows the AP Human Geography curriculum. Students are expected to take the AP exam.
World Geography (Y) is an overview of physical and cultural geography. Additionally, an awareness of similarities and differences in human needs and behaviors is developed. Skills acquired in the course are integral parts of World History and U.S. History.

Honors World Geography (Y)

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

U.S. History (Y)

is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America's social, political, and economic evolvement from colonization to its current position as a world leader. The student will also be encouraged to think independently

Honors U.S. History (Y)

an accelerated study of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America's social, political, and economic evolvement from colonization to its current position as a world leader. The student will also be encouraged to think independently.

AP U.S. History (Y)

conforms to the College Board topics for advanced placement. The course covers United States history from the time of earliest settlements to the present. The course targets political and social aspects of history, but also includes diplomatic, economic and intellectual history. The course will involve extensive readings, independent study and frequent written analysis to prepare students for the AP examination. Students completing this course are expected to take the AP exam.

World History (Y)

is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the industrial revolution (5000 B.C. – 1800's) and from the rise of nationalism to contemporary times (1800's – present). Critical thinking and problem solving are stressed.

Honors World History (Y)

an accelerated study of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the industrial revolution (5000 B.C. – 1800's) and from the rise of nationalism to contemporary times (1800's – present). Critical thinking, problem solving, reading, and writing are stressed.

AP World History (Y)

conforms to the College Board topics for advanced placement. The purpose of the course is to develop greater understanding of the evolution of global processes and contacts, interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparison among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human state prior to 1000 C. E.
Students completing this course are expected to take the AP exam.

AP European History (Y) (Elective)

provides students with knowledge of the basic chronology of major events and trends in Europe from 1450 to the present. The course is designed to help students develop an understanding of the principal themes in modern European history. Advanced writing skills are required since students must analyze historical evidence and express historical understanding to prepare for the AP examination. Students completing this course are expected to take the AP exam.

POLS 1101 American Government

(Dual Enrollment course taught at CHS) Must be approved by counselor and apply for Dual Enrollment by April 15.

Emphasizes study of government and politics in the United States. The focus of the course will provide an overview of the Constitutional foundations of the American political processes with a focus on government institutions and political procedures. The course will examine the constitutional framework, federalism, civil liberties and civil rights, public opinion, the media, special interest groups, political parties, and the election process along with the three branches of government. In addition, this course will examine the processes of Georgia state government. Topics include foundations of government, political behavior, and governing institutions.

(Pre-requisites: Admitted to Chatt Tech

Foreign Language

Course Name/Description
French I (Y) is an introduction to the language and culture of France and other French-speaking countries. The course will enable students to attain a Novice-Mid to Novice-High level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication. Emphasis is given to oral proficiency.
French II (Y) is designed to enable students to attain Intermediate-Low level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication with emphasis on oral proficiency. The student will acquire ability for limited personal communication and an appreciation of diversity in the French-speaking world. **(**
Honors French III (Y) is designed to further develop students' communicative ability to the Intermediate-Mid proficiency level and their cultural appreciation of the French-speaking world. The students will be able to participate in a variety of oral and written activities.
Honors French IV (Y) is designed to increase oral and written proficiency at the Intermediate level and to provide intensive study of the culture, geography and history of the French-speaking world.
AP French Language and Culture (Y) is designed to further increase students' proficiency through in-depth study of the language and its cultures. The expectation is that after taking the course students will take the AP exam as well.
Japanese I (Y) is an introduction to the language and culture of Japan. The course will enable students to attain a Novice-Low to Novice-Mid level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication. Emphasis is given to oral proficiency.
Japanese II (Y) is designed to enable students to attain Novice-Mid level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication with emphasis on oral proficiency. The student will acquire ability for limited personal communication and appreciation of Japanese culture.
Honors Japanese III is designed to develop further students' communicative ability to the Intermediate-Mid proficiency level and their appreciation of the Japanese culture. The students will be able to participate in a variety of oral and written activities.
Honors Japanese IV (Y) is designed to develop further students' communicative ability to the Novice-High to Intermediate-Low proficiency level and their appreciation of the Japanese culture. The students will be able to participate in a wider variety of rehearsed and predictable oral and written activities and will begin to create with the language with increasing accuracy.
Spanish I (Y) is an introduction to the language and culture of the Spanish-speaking countries. The course will enable students to attain a Novice-Mid to Novice-High level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication. Emphasis is given on oral proficiency.
Spanish II (Y) is designed to enable students to attain Intermediate-Low level of proficiency in the oral and written forms of interpersonal, interpretive, and presentational communication with emphasis on oral proficiency. The student will acquire ability for limited personal communication and an appreciation of diversity in the Spanish-speaking world.
Honors Spanish III (Y) is designed to develop further a student's communication skills and cultural appreciation of the Spanish-speaking world. The student will be able to participate in a variety of oral and written activities. **(**
Honors Spanish IV (Y) is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the Spanish-speaking world.

Spanish for Native Speakers I (Y)
is designed for the Spanish Heritage Speaker and focuses on developing of adequate interpersonal, interpretive, and presentational communication skills. Classroom activities are designed around real-world situations, events in the media, and individual needs.

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

Spanish for Native Speakers III (Y)
is designed for the Spanish Heritage Speaker and will focus on advanced skills in reading, writing, listening, and speaking. Essay development, novel reading, and an in-depth study of culture, literature, and history of the Spanish-speaking world are integral to this course.

AP Spanish Language and Culture (Y)
is designed to further increase students' proficiency through in-depth study of the Spanish language and its cultures. The expectation is that after taking the course students will take the AP Spanish Language and Culture exam as well.

AP Spanish Literature and Culture (Y)
is an advanced course that explores in depth literary products of the Spanish-speaking world from a required list of authors. The expectation is that after the course students will take the AP Spanish Literature and Culture exam as well.

ESOL

Course Name/Description
English
Reading in the Content Areas I/II/III (ESOL) (Y) this course contains the same GPS standards as Current Topics in Reading I. Adaptations in presentation are made to accommodate the needs of ESOL students.
Reading in the Content Areas IV (ESOL) (Y) this course provides fundamental skills development in all areas of English Language Arts using the Read 180 Program Stage C. Adaptations in presentation are made to accommodate the needs of ESOL students.
Writing in the Content Areas (ESOL) (Y) this course contains the same GPS writing standards as 9th Literature. Adaptations in presentation are made to accommodate the needs of ESOL students.
ESOL 9th Lit/Comp (Y) is a college prep class that integrates composition, grammar and literature. It covers the writing process. The course will also include the development of vocabulary, speaking, listening, and researching skills. Adaptations in presentation are made to accommodate the needs of ESOL students.
ESOL World Lit/Comp (Y) is a college prep course which has a balance of literary genres, essay development and grammar. The development of vocabulary, speaking, listening and research skills will be included. Adaptations in presentation are made to accommodate the needs of ESOL students.
ESOL American Lit/Comp (Y) is a college prep class which surveys American works and authors and will provide writing experiences related to the interpretation of literature. Grammar, vocabulary development, listening, speaking and research will also be included. Adaptations in presentation are made to accommodate the needs of ESOL students.
ESOL Multicultural Lit/Comp—Senior Lit (Y) The course focuses on world literature by and about people of diverse ethnic backgrounds. It contains the same GPS standards as Multicultural Lit/Comp. Adaptations in the presentation are made to accommodate the needs of ESOL students.
ESOL British Lit/Comp—Senior Lit (Y) is a college prep course that surveys British works and authors and provides writing experiences related to the interpretations of literature. Grammar, vocabulary development, listening, speaking and research will also be included. Adaptations in the presentation are made to accommodate the needs of ESOL students.
Mathematics
ESL Foundations of Algebra and Algebra: Concepts & Connections See description above. This course is designed for the student for whom English is a second language.

ESL Algebra and Algebra: Concepts & Connections
See description above. This course is designed for the student for whom English is a second language.

ESL Geometry: Concepts & Connections and Math Support
See description above. This course is designed for the student for whom English is a second language.

ESL Geometry: Concepts & Connections
See description above. This course is designed for the student for whom English is a second language.

ESL Advanced Algebra: Concepts & Connections and Math Support
See description above. This course is designed for the student for whom English is a second language. **(**

Science

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

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

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

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

Social Studies

ESOL American Government (Quarter course 9 weeks) Push-in
is a study of the local, state, and federal governmental functions. Citizenship rights and responsibilities are emphasized. Focus areas include development of our political system, federalism, civil liberties, political parties, political theory and comparative government, study of the functions of our executive, legislative, and judicial branches. This class is taught by a Social Studies teacher with the language support of an ESOL teacher.

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

ESOL US History (Y)
is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America's social, political, and economic evolvement from colonization to its current position as a world leader. The student will also be encouraged to think independently. EOCT.

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

ESL World History (Y)
is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the industrial revolution (5000 B.C. – 1800's) and from the rise of nationalism to contemporary times (1800's – present). Critical thinking and problem solving are stressed. Adaptations in presentation are made to accommodate the needs of ESOL students.

Physical Education

Course Name/Description

General PE (Y)
Course Description: This course focuses on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Provides basic methods to attain a healthy and active lifestyle.

- Pre-requisites: None
- Grade Levels: 9-12

Introduction to Team Sports (Y)
Course Description: This course introduces fundamental skills, strategies and rules associated with team sports such as basketball, volleyball, soccer, softball, floor hockey, flag football, team handball, and ultimate Frisbee.

- Pre-requisites: Gen PE
- Grade Levels: 10-12

Intermediate Team Sports (Y)
Course Description: Provides an opportunity for the students to become more proficient in team sports by advancing their level of skill, strategy and officiating.

- Pre-requisites: Student must have earned credit in Introduction to Team Sports
- Grade Levels: 10-12

Advanced Team Sports (Y)
Course Description: This course provides an opportunity for the students to become more proficient in team sports by advancing their level of skill, strategy and officiating.

- Pre-requisites: Student earned credit in Introduction and Intermediate Team Sports
- Grade Levels: 10-12

Introduction to Lifetime Sports (Y)
Course Description: Students will be introduced to fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, pickle ball, roller skating, and skiing.

- Pre-requisites: Health/PF
- Grade Levels: 10-12

Intermediate Lifetime Sports (Y)
Course Description: This class is designed for students to refine existing skills and become more aware of the technical aspects of lifetime sports.

- Pre-requisites: Student must have earned credit in Introduction to Lifetime Sports

- Grade Levels: 10-12

Advanced Lifetime Sports (Y)

is designed for students to refine existing skills and become more aware of the technical aspects of lifetime sports. Grades 10-12 **(Pre-requisites: student must have earned credit in Introduction and Intermediate Lifetime Sports)**

- Pre-requisites: Student must have earned credit in Introduction and Intermediate to Lifetime Sports
- Grade Levels: 10-12

Introduction to Aerobic Dance (Y)

Course Description: Designed to introduce students to a rhythmic program of activities, which promote the development of health-related fitness. The course will provide a balance of instruction each week developing cardiovascular endurance, flexibility, and muscular strength and endurance. Activities may include rhythmic jogging, running, aerobic dance, gymnastics, stretching exercises, and creative movement exercises.

- Pre-requisites: Health/PF
- Grade Levels: 10-12

Advanced Aerobic Dance (Y)

Course Description: This course offers the continuation of activities covered in the Intermediate Aerobics course. It includes the continuation of cardiovascular and muscular strength training and emphasizes diet and stress mgt.

- Pre-requisites: Student must have earned a credit in Introduction to Aerobic Dance
- Grade Levels: 10-12

Introduction to Weight Training (Y)

is designed to introduce students to a weight-training program that will promote over-all body fitness. The student will be exposed to different types of weight equipment and methods of training with weights. The student will also gain knowledge of the different types of exercises, correct techniques of executing the various exercises, proper breathing, and the safety factors involved in spotting.

- Pre-requisites: General PE
- Grade Levels: 10-12

Advanced Weight Training (Y)

is designed to build on the principles and concepts taught in Intermediate Weight Training to promote over-all body fitness. Grades 10-12

- Pre-requisites: Coach Recommendation & Credit in Introduction to Weight Training and Intermediate
- Grade Levels: 10-12

9th & JV Football Weight Training

Course Description: Designed for the student athlete with limited weight training experience, this course emphasizes acquiring basic knowledge in strength development training and proper lifting techniques.
The student should gain proficiency in the basic fundamentals of strength training and conditioning.

- Pre-requisites: Coach Recommendation
- Grade Levels: 9-12

Varsity Football Weight Training

Course Description: Designed for the student athlete with prior weight training experience. Advanced concepts and techniques will be introduced. Complex Olympic and power lifts will be presented.

Students will be required to demonstrate precise execution of these advanced techniques, and their performance will be filmed and assessed.

- Pre-requisites: Coach Recommendation
- Grade Levels: 10-12

Physical Conditioning (Y)

Course Description: This class is designed to train the student in foundational movement principles. The focus is on training for strength and power in the weight room. A variety of warm-ups are used to prepare for training. Included is a focus on training all phases of movement: acceleration, linear, speed, and multidirectional mobility. This is a class for the highly motivated student interested in serious and specific training.

- Pre-requisites: Intro to Team Sports
- Grade Levels: 10-12

Advanced Physical Conditioning (Y)

Course Description: Provides opportunities for students to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Course includes fitness concepts for the development of healthy lifetime habits and assessment of personal fitness levels.

- Pre-requisites: Physical Conditioning
- Grade Levels: 10-12

Physical Conditioning for Athletes (Y)

Course Description: Designed for the student who participates in one or more sports at Campbell High School. This course is designed to personalize training while building on the principles for success from physical conditioning. The focus is on training for strength and power in the weight room with an emphasis on complex and power training. A variety of warmups are used to prepare for training with a focus on all phases of movement: acceleration, linear, speed, and multidirectional. All of the training tools (bungies, parachutes and harnesses) will be used to advance the learning curve. This is a class for the highly motivated student interested in serious and specific training.

- Pre-requisites: Coach Recommendation
- Grade Levels: 10-12

Health and Personal Fitness Combined—Semester (Y)

Course Description: This life skills prevention program focuses on empowering students with the knowledge and skills necessary to avoid the high-risk behaviors of society. The students will learn how to cultivate higher virtues and morals, hone good decision-making abilities, and practice the use of refusal skills. The curriculum teaches the five components of being well. The ADAP Program teaches students how to obtain their driver's license, offers CPR certification, and includes an abstinence-based program on human sexuality issues. The course delves into the intensity of the realities of life through employing critical thinking techniques, and helps students understand the significance of lifestyle choices on health and fitness levels. Students will learn physical fitness concepts in a classroom

setting and will apply them while actively participating in a total fitness program. The fitness program will consist of a cardio-respiratory and strength circuit program using new state-of the art equipment.

Heart rate monitors will also be used to monitor students' cardiorespiratory progress. This course is a graduation requirement.

• Pre-requisites: None

• Grade Levels: 9-12

****For Freshmen entering Fall 2024 and complete 3 courses JROTC will also receive credit for Health/PF*

Introduction to Recreational Games – (Y)

Course Description: Integrates a variety of strategies, tactics, concepts, and skills during recreational games and activities. Participation in activities is designed to improve skills for personal challenges, enjoyment, and expression. This course introduces recreational games as lifetime leisure activities to include table tennis, shuffleboard, frisbee, deck tennis, spike ball, bowling, Bocce ball, Cornhole, horseshoes, darts and croquet. The key emphasis is on students learning the rules of each game and the skills necessary to play.

- Pre-requisites: Health/PF
- Grade Levels: 10-12

Introductory Outdoor Education (Y)

Course Description: Students spend the first nine weeks studying outdoor sports. Outdoor education promotes an appreciation of the outdoors; provides physical activities and adventures in an outdoor laboratory. This course covers camping, fishing, hiking, orienteering, backpacking, repelling, outdoor cooking, boating safety, hunter safety, riflery and archery.

- Pre-requisites: Health/PF
- Grade Levels: 10-12

Body Sculpting (Y)

Course Description: designed to redefine the shape of the body through specific exercises in order to attain desired body image through weight training, conditioning exercises and proper nutrition. This course supplements and without engaging in risky behaviors such as fad diets, pills, etc. offers students the knowledge and skills necessary to reach their physical goal and improve their appearance and self- concept without relying on the illegal use of steroids and other body building.

- Pre-requisites: Health/PF
- Grade Levels: 10-12

Fine Arts Electives

Band		
Spartan Band (Beginning Band I/II) ***This is a yearlong course. Students are expected to register for Fall and Spring semester.***	The Spartan Band (Concert Band II) is primarily composed of freshmen students. The Spartan Band is meant to be a progressive step from middle school band. Spartan band students will focus heavily on technique, musical terminology, and developing a practice routine; as well as beginning to perform varied repertoire, exposing the students to several composers, styles, and levels of musical expression. There is a course fee per semester of enrollment for this class.	Spartan Band is for all 9th grade woodwind, brass, and percussion students with at least one (1) year of middle school band instruction/credit.

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

Brothers of Sparta (Beginning Men's Chorus, I/II, Intermediate Men's Chorus I/II, Advanced Men's Chorus I/II) ***This is year-long course. Students are expected to register for fall and spring semester.***	This multi-level class for bass clef voiced students (tenor and bass) of all grades 9th -12th. Students will learn or review the basics of vocal technique, diction, music theory, sight singing, vocal production, tone building, and learn solo skills and choral ensemble skills. This course is a pre-requisite for all upper-level chorus classes. Students in this course will have the opportunity to participate in district and state level honor choruses, all state, regional and National Honor Chorus.	10th – 12th By Audition Only
CHS Select (Advanced Women's Chorus, I-IV Mastery Women's Chorus I-II) ***This is a year-long course. Students are expected to register for Fall and Spring Semester.***	This is the top-level course for chorus students. Students at this level will learn advanced choral literature and will be expected to be proficient in the musical elements taught at the beginner and intermediate level. Students re-audition for this course each year. Students in this course will have the opportunity to participate in district and state-level honor choruses.	10th – 12th By Audition Only
General Music		
AP Music Theory	The course is primarily for Juniors & Seniors who intend to major or minor in some area of music in college; if class space allows, others may also be accepted. It is recommended that students are active in the school band, orchestra, or chorus program and must have intermediate to advanced musical skills. It is beneficial to be proficient on a piano. Students must be able to read and notate music at a basic level. Throughout the course, students will be asked to compose, perform, and listen to music. Students will be expected to complete written and internet-based assignments outside of class. It is expected that all course participants will take the AP Music Theory exam in May.	10th-12th Teacher Recommendation • Must have a background in Music
Theatre Arts		
Fundamentals of Theatre I-III	This course introduces and develops a working basic knowledge of theatre skills including script analysis, improvisation, theatrical methods, acting, technical theatre, directing, dramaturgy, other art forms, history, theatre business, critiquing, and theatre etiquette. This course offers opportunities performance opportunities.	9th - 12th
Advanced Drama	This course deals primarily with applying theatrical concepts and techniques to actual productions. Included are the basic premises of dramatic theory, criticism, production design and character development methods. These courses deal primarily with internal technique of acting as taught by Stanislavski and continued by Sanford Meisner. Included are also lessons in performing monologues, auditioning, and improvisational techniques. Attendance or participating in after school, evening and weekend events is required.	Audition 10th – 12th
Technical Theatre I	This introductory course explores the definition, design, and use of technical elements associated with theater sets, props, costumes, makeup, lights and sound.	9th – 12th
Technical Theater II	Enhances level-one skills and introduces aspects of student design, creation of lighting, sound, properties, costumes, and make-up design while offering opportunities to apply skills in this area.	9th – 12th

Musical Theatre	These courses offer students the opportunity to explore the elements of play production with an emphasis on acting, singing, and dancing. This class will combine elements in theater, vocal music, and dancing that will require before and/or after school rehearsal commitments as well as other concerts and performances.	Audition 9th-12th
Visual Arts		
VA Comprehensive	This course introduces art history, criticism and studio production. It emphasizes the ability to understand and use the elements of art and principles of design through a variety of media processes and visual resources	9th-12th
Ceramics/Sculpture I	These courses introduce the characteristics of clay and design using various techniques of construction and surface elements. 3-D design and sculptural processes are explored using a variety of media. Studio processes are emphasized, and students are involved in firing and presenting their clay work.	9th-12th VA Comprehensive
Ceramics/Sculpture 2	These courses introduce the characteristics of clay and design using various techniques of construction and surface elements. 3-D design and sculptural processes are explored using a variety of media. Studio processes are emphasized, and students are involved in firing and presenting their clay work.	9th-12th VA Comprehensive & Ceramics/Sculpture I .
Drawing/Painting I	This course introduces drawing and painting techniques and a variety of drawing and painting media. Emphasizes development of drawing and painting skills and utilizes problem solving skills to achieve desired results.	9th-12th VA Comprehensive
Drawing/Painting II	This course enhances skills acquired in the level one course and provides additional opportunities to apply drawing/painting methods. Emphasizes development of drawing and painting skills from observation and utilizes problem solving skills to achieve desired results. Stresses critical analysis of master paintings and drawings of different styles and historical periods.	9th-12th Drawing / Painting I .
AP Studio Art Drawing ***Application only class*** ****Portfolio of artwork required with application.***	The AP Art and Design course presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on drawing concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. Students will create a portfolio of 15 images over the course of the semester.	9th-12th Drawing/Painting I and II Teacher Recommendation

AP Studio Art 2D ***Application only class*** ****Portfolio of artwork required with application.*****	The AP Art and Design course presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on design concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. Students will create a portfolio of 15 images over the course of the semester.	9th-12th Drawing/Painting I and II Teacher Recommendation
AP Studio Art 3D *Application only class* **Portfolio of artwork required with application.*	The AP Art and Design course presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on ceramic and sculpture concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. Students will create a portfolio of 15 images over the course of the semester.	9th-12th Sculpture and Ceramics Teacher Recommendation

AP Art courses marked with (*) are open to any student interested in the course who submit the required application and portfolio. Pre-requisite classes are "highly encouraged," but not required.

Career and Technology Pathways

Broadcast & Video Production		
Audio-Video Technology Film I	Develop skills in basic theory, practice and operations of a television studio, the portable camera, and videotape editing. Through problem-solving activities, projects, and discussions, knowledge of how video/film affects life and society will be demonstrated. (First course in the Broadcast/Video Career Pathway)	9th-11th
Audio-Video Technology Film II	Enhance level-one skills by providing more in-depth and specialized experiences in video and film equipment operation. (Second course in Broadcast/Video Career Pathway)	10th-12th Audio-Video Technology Film I
Audio-Video Technology Film III	Enhances level-two skills and provides entry-level occupational skills. (Third course in the Broadcast/Video Career Pathway)	10th-12th Audio-Video Technology Film I and II
Audio-Video Technology Film IV	Enhances level-three skills and provides instruction in producing a broadcast production. Students will be able to perform at an independent level of proficiency in an area of specialization. (Supplemental course in the Broadcast/Video Production Pathway)	10th-12th Audio-Video Technology Film I-III
Audio-Video Technology Film II-VII	Utilize the skills developed Audio-Video Technology Film courses in student led productions.	Audio-Video Technology Film
Web and Digital Design		

Introduction to Software Technology	Intro to Software Technology (IST) is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of things, Programming, Web and Digital Design and Web development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in software development, programming language, App creation and user interfacing applications are all taught in a computer lab with hands on activities and project-focused tasks. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to the digital world.	9th-11th
Digital Design	This is the second course in the Web & Digital Design Pathway. Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video, and digital imaging for various formats. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance the content of the web site.	10th-12th Introduction to Software Technology
Web Design	Web Design is the third course in the Web and Digital Design pathway. Taking this course will equip students will the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site. At the end of this course (or in other words at the end of the Web and Digital Design Pathway), the W3Schools HTML Certification exam will be administered so students can be industry certified in web design.	10th-12th Introduction to Software Technology & Digital Design
Computer Science Principles	Computer Science Principals (CSP) is an intellectually rich and engaging course that introduces students to the foundational concepts of modem computing, and programming using pseudocodes and programming languages. With a focus on creative problem solving and real-world applications, students are challenged to explore how computing and technology can impact the world and build a solid understanding and foundation in computer science. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Emphasized in the course are the content, computational thinking practices, and skills central to computing and programming disciplines, as well as communication and collaboration.	10th -12th Introduction to Software Technology

Advanced Placement Computer Science Principles	AP Computer Science Principals (APCSP) introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society, inviting students' multiple disciplines. This course fosters creativity and encourages students to apply creative process when developing computational artifacts. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. AP Computer Science Principals is equivalent to an introductory, college-level course in computer science. *Students may take this course or Computer Science Principals as their 2nd Level course to meet the pathway requirement. (Example: IST, CSP, PGAS // IST, APCSP, PGAS)	10th-12th Introduction to Software Technology *Successful completion of first year HS Algebra course recommendation.* **May be taken as a standalone Ap Elective course for students with computer science/ programming interest without completing the full pathway.*
Programming, Games, Apps, and Society	Programming, Games, Apps and Society (PGAS) is the 3rd level EOPA course in the Programming pathway. This course is designed for student to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about the life cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Various forms of technologies will be used to expose students to resources, software and applications of programming.	10th-12th Introduction to Software Technology & Computer Science Principles *OR* AP Computer Science Principles
Engineering		
Foundations of Engineering and Technology	Provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation. The course includes individual, team and groups activities. This is the first course in the Engineering Pathway.	9th-11th
Engineering Concepts	Introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design: apply engineering tools and procedures; complete hands-on activities.	10th-12th Foundations of Engineering
Engineering Applications	It is design for students to strategize, design, and develop games and mobile and desktop applications that can produced in the real-world.	10th -12th Foundations of Engineering and Engineering Concepts
Sports Medicine		
Introduction to Healthcare Science	Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members,	9th – 11th

	health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.	
Essentials of Healthcare Science	Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders, and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.	10^{th}- 12^{th} Introduction to Healthcare Science
Sports Medicine	Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative, and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. There is flexibility within each standard for instruction that is provided towards any related career path. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare	10^{th} – 12^{th} Introduction to Healthcare Science and Essentials of Healthcare

Human Services		
Foundations of Interior Design	This course introduces the student to the basics of design and the interior design profession. The skills taught throughout the course will allow the student to investigate and explore the various careers within the aspects of interior design. Students will gain knowledge of the history of interior furnishings. Basic mathematics, English language arts and Science skills will also be incorporated into the curriculum. Upon completion of the interior design curriculum, students will have acquired the basic skills that will allow them to make a well-educated move to the postsecondary level.	9^{th}-11^{th}

Fundamentals of Fashion	The Fundamentals of Fashion course introduces the students to the fascinating world of how textiles are woven into the fabric of everyday life. This course is designed to advance student skills in the selection, purchase, design, care, and construction of textile products. The course emphasizes critical-thinking skills needed for making wise consumer choices and career decisions. Contextual learning experiences further develop critical-thinking skills needed for success in the professional environment and merchandising. Integration of Family Career and Community Leaders of America (FCCLA) greatly enhances this curriculum.	10^{th} – 12^{th} Foundations of Interior Design
Textile Science	The Textile Science course introduces students to the fascinating world of fabrics, fibers, dyes, and fabric construction of the textile industry. Textiles for apparel, interior furnishings, and industrial applications are investigated. The course introduces students to testing methods, labeling laws, trends, applications, and color forecasting. Various career paths will be researched to determine educational levels, salary expectations, and growing industry demands. Projects will involve individual work, teamwork, verbal presentations, fabric swatches, and computer applications.	10^{th} – 12^{th} Foundations of Interior Design And Fundamentals of Fashion
Plant Science/Horticulture		
Basic Agricultural Science and Technology	Introduces major areas of scientific agricultural production and research. First course in the Plant Science/Horticulture Pathway.	9th-11^{th}
General Horticulture and Plant Science	Students learn methods to produce, process, and market plants, shrubs and trees used for ornamental, recreational, and aesthetic purposes and to establish, maintain and manage horticultural enterprises.	10th-12th Basic Agricultural Science
Landscape Design and Management	Introduces students to the principles of design, methods of establishing landscapes and landscape business management procedures.	10th-12th Basic Agricultural Science General Horticulture
Law Enforcement Services/Forensic Science		
Introduction to Law, Public Safety, Corrections and Security	Survey course designed to introduce students to a variety of agencies and professions in law enforcement, private security, corrections, fire, and emergency management services. First course in the Law and Public Safety Pathway.	9^{th} – 11^{th}
Criminal Justice Essentials	Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system.	10th-12th Introduction to Law and Public Safety

Criminal Investigations	Criminal Investigations is a course designed to contextualize scientific principles within the career studies of students interested in criminal justice. Students will study the forensic application of principles of chemistry, biology, physics and other disciplines. Students will utilize chromatography, electrophoresis, microscopic observation, and other scientific techniques in their studies. Students will also learn some investigative techniques and crime scene investigation skills through the lens of the scientific method.	10th-12th Introduction to Law and Public Safety and Criminal Justice Essentials Criminal Justice Essentials is Investigations Pathway
Application of Corrections	This course provides an analysis of all phases of the American Correctional System and practices, including the history, procedures and objectives. Topics include the history and evolution of correctional facilities; legal and administrative problems; institutional facilities and procedures; probation, parole and pre- release programs; alternative sentencing; rehabilitation; effects and costs of recidivism; community involvement; and officer safety; and staffing.	10^{th} – 12^{th} Introduction to Law and Public Safety Criminal Justice Essentials is Investigations Pathway
Marketing and Management		
Marketing Principles	Students learn how marketing satisfies consumer and organizational needs and wants for products and services and develop an understanding of basic marketing concepts and the role of marketing in business.	9_{th} -11th
Marketing and Entrepreneurship	Students assume a managerial perspective in analyzing operational needs, examining distribution and financial alternatives, managing marketing information, pricing products and services, developing product/services planning strategies, promoting products and services, and purchasing.	10^{th} -12^{th} Marketing Principles
Marketing Management	Students learn the world of business and marketing through a hands-on experience while working in the school store. Students learn how to start a business and the everyday tasks of owning a business.	10_{th} -12_{th} Marketing Principles Marketing and Entrepreneurship
Marketing Research	Students will gain an understanding of marketing research and the role it plays in the field of marketing by conducting research and analyzing data in order to make concrete marketing decisions.	11_{th} -12_{th} Marketing Principles Marketing and Entrepreneurship Marketing Management
Culinary Arts		
Introduction to Culinary Arts	Students learn the skills necessary to be successful in the field of culinary arts (food preparation, terms, and concepts). First course in the Culinary Arts Pathway.	9_{th} -11^{th}
Culinary Arts I	Students continue to learn skills necessary to be successful in the field such as food safety, sanitation, accident and injury prevention, kitchen basics, operating and maintaining commercial utensils and equipment, preparation of food, the art of service, and much more.	10_{th} –12_{th} Intro to Culinary Arts
Culinary Arts II	Students continue to learn skills necessary to be successful in the field such as food safety, sanitation, accident and injury prevention, kitchen basics, operating and maintaining commercial utensils and equipment, preparation of food, the art of service, and much more.	10_{th} –12_{th} Intro to Culinary Arts Culinary Arts I
Graphic Communications/Design		

Introduction to Graphics and Design	Graphics & Design is a semester long course which provides students with an introduction to the principles of graphic communications, Adobe Software, & design and its place in the world. This course will help students use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society.	9^{th} –11^{th}
Graphic Design and Production	The second course in the pathway builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and communications. Students will have the opportunity to hear from industry professionals and do live projects for 'real world' experience. Software training includes Adobe Illustrator, Photoshop, and InDesign.	10^{th} – 12^{th} Introduction to Graphics
Advanced Graphic Design	Students will continue to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and live work learning opportunities with the business community. All students will develop their digital portfolio to showcase their work. Qualified students will have the opportunity to get certified in Adobe Illustrator. This is the final course in the Graphic Design pathway.	10^{th} –12^{th} Introduction to Graphics Graphic Design and Production
JROTC		
AJROTC I-II: **The Emerging Leader**	Introduces students to the Army ROTC program, emphasizing leadership, citizenship, patriotism, and a disciplined lifestyle. Students participate in academics, close order drill and physical fitness. Students can advance in the JROTC promotion system based on individual merit, accomplishments, and participation. This course is the prerequisite for all upper-level ROTC courses. First course in the JROTC Pathway. *For Freshmen entering Fall 2017 and complete 3 courses will also receive credit for Health/PF.*	9^{th} –12^{th}
AJROCT III-VIII: **The Developing and Supervising Leader**	Continues the training initiated in AJROTC I: the history, purpose, and objectives of the JROTC program and concepts of leadership, military customs and courtesies. The course includes drills and ceremonies, an introduction to leadership theory, marksmanship, safety, hygiene, first aid, and group management.	10_{th} –12_{th} AJROTC I & II
Work Based Learning		
Internship I-IV	To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. Students will leave campus during 3rd and/or 4th block to gain work experience. You may select an internship as the 4th course in any Career Tech Pathway.	11^{th} – 12^{th} Good discipline and attendance record, have transportation and insurance. Application Required

Financial Literacy	This course is specifically designed for high school students to understand the importance of the financial world, including planning, and managing money wisely. Based on the hands-on skills and knowledge spliced in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART!	$11^{th} – 12^{th}$

Additional Course Offerings

Mentorship I (Y) /(A and B) (Application)

enables students to serve as an administrative aide during one period of the daily schedule. The student will demonstrate the use of clerical skills in performing administrative assistant duties under the leadership/guidance of the school's office personnel. The student also maintains a daily log of hours worked, records journal notations, and exhibits appropriate work ethic behaviors. The student must have a minimum GPA of 3.0.
(Pre-requisite: student must be a junior or senior in good academic and discipline standing)

Mentorship II (Y) or (A and B)

enables students to serve again as an administrative aide during one period of the daily schedule. Students must have a minimum GPA of 3.0. Students continue to maintain a daily log of hours worked and record journal notations.
(Pre-requisites: student must be a junior or senior in good academic and discipline standing and must have earned credit for Mentorship I)

Minimum Day I (Y) – See your counselor to determine eligibility status

(SPRING SEMESTER ONLY AM OR PM)

Minimum Day II (Y) – See your counselor to determine eligibility status

(SPRING SEMESTER ONLY AM OR PM)

SAT Prep (Y)

This course is designed to prepare students for taking the SAT (Scholastic Aptitude Test). Class resources will allow students to review necessary content area skills, rehearse time management strategies and develop critical thinking skills.
(Pre-requisite: Alg II and Junior or Senior.

AVID I- IV *Advancement Via Individual Determination*, is a college readiness program designed to help **students** develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. (Application Required)

Yearbook Journalism/Annual (Y)/Journalism/Newspaper II (Y)

The yearbook is a student-produced account of clubs, sports, academics, student life, and people at Campbell High School. Students registered for the course work under the guidance of the faculty adviser to produce a book that is held in high regard by students, parents, and members of the community. Our topics of study are based on the Georgia Department of Education's Journalism Standards and include Teams and Leaders, Intro to Journalism, Theme and Voice, Covering your School, Reporting and Writing, Camera and Photos, Layout and Design, Tools of the Trade, People and Index and Selling your Book.
(Yearlong class- Application Required)