

POPE HIGH SCHOOL  
MASTER COURSE GUIDE  
2023-2024



# Pope High School Master Course Guide

## Welcome to Pope High School

In this booklet you will find the academic information to help you get started on the road to high school. Please read the course descriptions carefully to make informed decisions about your course placements. While teachers make the academic recommendation in the core subject areas (English, Math, Social Studies, and Science), it is important for the student to know and to understand the expectations of the course. Students are expected to honor their course selections in high school as courses are year-long. If you have a question regarding a teacher's academic placement, please speak with the teacher.

The Pope High School faculty and administration strongly encourage students to have balance in their academic schedules. Students should pursue more rigorous studies in the subject areas they feel a sincere interest. Please keep extracurricular activities that require additional time commitments in mind when registering for courses. We want each school year to be a successful experience for you. **Balance is key to ensuring the most optimal learning experience.**

A few notes about this course guide:

- Academic classes have been recommended by your teachers after reviewing your grades, test scores and previous classroom performance. It is not the philosophy of the school to place students in classes which the school believes will be discouraging or overwhelming to students. While we do encourage students to challenge themselves with the most rigorous classes they can handle, please be careful if you decide to take a course different than what your teacher recommended. ***If you choose a class not recommended by the school, school personnel will not be obligated to make adjustments in the required work of the class, provide additional individual help beyond that which is provided to all students in the class, or change a schedule during the school year.***
- Classes are offered based on student interest. **If we do not have enough student requests to justify a course, the course will not be offered.** Any students impacted by the decision to not offer a course will be contacted.
- As you read the course catalog, please be attentive to the identified **pre-requisites** for course enrollment. Based on past student performance, departments have given careful consideration to the skills and levels of readiness required to be successful in each course. **Academic balance is strongly encouraged when selecting core and elective classes.**
- **Please ask questions!** Your counselor is the best person to advise you as to what you need to take to meet your graduation requirements.
- Have a great school year and, as always.....*Go Hounds!!*

# Graduation Requirements

All students will be required to complete a minimum of **23 units for graduation**. All students must complete:

<ul style="list-style-type: none"><li>• 4 units of English</li><li>• 4 units of Science</li><li>• 4 units of Mathematics</li><li>• 3 units of Social Studies</li></ul>	<ul style="list-style-type: none"><li>• 3 units from: World Language* <b>and/or</b> CTAE <b>and/or</b> Fine Arts**</li><li>• 4 units additional electives</li><li>• ½ unit health</li><li>• ½ unit personal fitness</li></ul>
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*See graduation requirements posted on the Pope Website.*

\***World Language** - Students planning to enter or transfer into a University System of Georgia Institution **MUST** successfully complete at least two units of the same world language. Some colleges and universities may require the completion of more than 2 units. It is the student's responsibility to consult the college or university's website to obtain information about current admission requirements. World Language courses are included in HOPE GPA calculations.

\*\***Fine Arts** - Some colleges may require a unit of Fine Arts. Please consult the website of the colleges you are interested in for detailed requirements. It is the student's responsibility to consult the school's website to obtain information about current admission requirements.

## Pathways:

Effective with the Class of 2017, the Georgia Board of Education has identified pathway opportunities in one of the following areas:

- **Advanced Academic Pathway:** Students complete courses required for graduation in any of the core content areas (English, mathematics, social studies, or science) including one course at the Advanced Placement (AP) or dual enrollment levels. Additionally, students must earn credit in two sequential courses in the same world language course.
- **World Languages Pathway:** Students complete three (3) sequential courses in one world language.
- **Fine Arts Pathway:** Students complete three (3) sequential courses in Band, Chorus, Orchestra, Theater, or Visual Arts.
- **CTAE Pathway:** Students complete three (3) or four (4) sequential classes in an approved CTAE Pathway.

## Academic Information

Pope High School follows a traditional academic schedule with a 7-period day of year-long courses. Students are scheduled for six courses and one lunch period. Pope High School offers an Academic Opportunity (AO) period which is incorporated as part of the schedule on Tuesdays and Thursdays. On Wednesday afternoons, X-Block is scheduled (unless otherwise communicated to students and parents) which is professional development time for teachers. Students dismiss at 2:10pm.

Students can earn 3 credits each semester totaling 6 credits for the school year. Students do not change courses at the semester. Courses are year-long. **The master schedule is built in the Spring of the previous school year and is based on student requests at that time. Since all courses are year-long, mid-year changes requests are not accepted.**

When reviewing the course offerings in this catalog, please be cognizant of required pre-requisites. A **pre-requisite** is a required course that must be completed prior to enrolling in the next course offered in the sequence. Course content builds as students progress from one level to another during their high school studies. When identified in the course catalog, to enroll in a specific course, the student should be familiar with any designated minimum requirements and any pre-requisites.

### Grades

The following grading scale is used by the Cobb County School District:

A = 90 -100

B = 80 – 89

C = 74 – 79

D = 70 – 73

F = 69 or below

A student's grade point average (GPA) is calculated using the quality points assigned for each grade earned. For regular level courses (non-honors or AP), the quality point awarded is identified below:

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = no points

An additional .5 is awarded each semester to grades earned in honors level courses. Advanced Placement (AP) classes receive 1.0 additional points each semester to grades earned. To receive the additional quality points on a course grade, the student must pass and earn credit for the course.

## **Middle School-High School Academic Credit**

Middle school students can earn high school credit in math, science, world language, business, and visual art. These courses, while they meet the high school credit requirement, and are reflected on the student's high school transcript by the numeric grade earned, do not count toward the student's high school grade point average. Once credit is earned, the student ***cannot retake the same course again.***

## **Promotion and Retention**

Per Cobb County School District policy, students must meet the *minimum* requirements identified below for grade promotion.

**10<sup>th</sup> grade:** 5 units of credit including one credit in English, math, and science

**11<sup>th</sup> grade:** 10 units of credit including two credits in English, math, and science

**12<sup>th</sup> grade:** 16 units of credit (17 credits are required at the beginning of the 12<sup>th</sup> grade year to be on track for graduation) including three credits in English, math, and science

## **Athletic Eligibility**

All first-year freshmen are eligible to participate in sports during Fall semester. To maintain eligibility, a minimum of 2.5 credits must be earned each semester.

## **Final Exams**

Final exams are administered in each course during the last four days of the semester. If a student is absent for a final exam, the student has 10 school days beginning the first day of the new semester to take the exam. At the time of the final exam administration, a grade of zero is recorded until the final exam has been completed. It is the student's responsibility to coordinate make up dates for missed final exams.

## **Milestone Assessments**

Effective the 2020-2021 school year, Milestones (End of Course tests) will be administered in the following courses: Algebra I, Accelerated Algebra I/Geometry A, American Literature, Biology, and United States History (for non-Advanced Placement and Dual Enrollment students). The GaDOE determines the weight of the assessment as part of a student's final course grade.

## Online Classes

Pope High School only approves requests to take an online course in *extenuating circumstances*. Research indicates that students who are enrolled in computer assisted instruction, web-based learning, distance education, and student-controlled learning programs (such as on-line classes) are not learning as successfully as students who receive direct instruction and academic support (*Visible Learning*; John Hattie, 2009). In addition, accelerated interventions, enrichment opportunities, and academic support are not provided with online courses.

Students are limited to one (1) total unit of online credit as part of their academic schedule for the school year (1 = .5 credit Fall semester and .5 credit Spring semester to total 1 unit of credit). *In addition, for all grade levels, online AP courses will only be reviewed for approval if the AP course being requested is not offered at Pope High School.*

Enrollment in an online course requires an application and is subject to approval from the school. The Curriculum office will review the application and account for the totality of the rigor, requirements, and demands of the student's schedule. In addition, the student's academic history, maturity, motivation, and executive functioning skills are considered to account for the whole student and the student's success when considering approval. Applications will be available during Core Registration and **are due Friday, March 17, 2023, by 3:00 to the Pope School Counseling office.**

## English

Course Title	Course Description	Pre-Requisites	Grade
<b>ESL ENGLISH</b>	This course is designed for the student for whom English is a second language. This course integrates basic English grammar and vocabulary by emphasizing comprehension and production of spoken and written English. This course focuses on interpersonal communication skills and United States culture. Students enrolled in this course hold active designation for ESL services.	Teacher Recommendation ACCESS Test Score	9-12
<b>NINTH LITERATURE/COMPOSITION A&amp;B</b>	This is a college prep course which integrates composition, grammar and literature in a variety of genres. It covers the writing process: planning drafting, revising, editing and proofing. The development of vocabulary, speaking, listening, and researching skills will be included. Parallel readings will include specific readings assigned during the term.	None	9
<b>HONORS NINTH LITERATURE/COMPOSITION A&amp;B</b>	This course 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 genres (short stories, novels, tales, poetry, mythology, drama and nonfiction) and emphasizes oral and written response to literature, distinguishing characteristics of various genres and vocabulary study. Research skills and a research paper are required. Parallel readings will include specific readings assigned during the term and required summer readings.	Teacher Recommendation	9
<b>HONORS BRITISH LITERATURE/COMPOSITION A&amp;B</b>	This college prep course is an accelerated survey course of British works and authors from the Anglo-Saxon through the Contemporary age. Specific literature will be selected from anthologies appropriate for Honors readers. Because this course is designed to prepare students for Advanced Placement English, critical reading and writing skills will be emphasized. Students writing will include types of persuasive writing and an emphasis on analysis of literature. Structure and style will vary from informal to formal writing and will include study of the steps included in a research paper and a formal research paper. Literary terms, vocabulary study, composition techniques, and speaking and listening activities will be included. Parallel readings will include specific readings assigned during the term and required summer readings	Teacher Recommendation 9 <sup>th</sup> Literature and Composition Honors A/B	10
<b>TENTH LITERATURE/COMPOSITION A&amp;B</b>	This course is a survey course of global works of literature with an emphasis on British works and authors from the Anglo-Saxon through the Contemporary age. Student writing will include many types of persuasive writing and analysis of literature. Structure and style will vary from informal to formal writing and will include study of the steps included in a formal research project with an annotated bibliography, literary terms, vocabulary study, composition techniques, speaking and listening activities. Parallel readings will include specific readings assigned during the term.	Teacher Recommendation 9 <sup>th</sup> Literature and Composition A/B	10
<b>WORLD LITERATURE/COMPOSITION HONORS (10<sup>TH</sup> grade)</b>  <i>Globalization Academy Only</i>	This course is an accelerated college-prep course concentrating on the reading and analysis of literature from many cultures past and present. Students will take part in an in-depth examination of a variety of fiction, non-fiction, and poetry including religious texts from different world cultures which will be examined in a literary context. This course will promote proficiency through a variety of writing styles. It will stress organization and development of written thought, as well as activities designed to enhance speaking and listening skills, grammar, mechanics and usage, vocabulary, and research skills and activities. Parallel readings will include specific readings assigned during the term and required summer readings.	Globalization Academy 9 <sup>th</sup> Literature and Composition Honors A/B	10
<b>AMERICAN LITERATURE/COMPOSITION A&amp;B</b>	This course is designed for the college-bound student. The course will survey American works and authors and will provide writing experiences particularly exposition, literary analysis and a formal research paper.	9 <sup>th</sup> Literature and 10 <sup>th</sup> grade English Credit	11

<b>Milestone Course</b>	Grammar, vocabulary development, listening, speaking, and research will also be included. Parallel readings will include specific readings assigned during the term.		
<b>HONORS AMERICAN LITERATURE/COMPOSITION A&amp;B</b>  <b>Milestone Course</b>	This course is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. The course will survey American works and authors and will provide writing experiences particularly exposition, literary analysis and a formal research paper. Grammar, vocabulary development, listening, speaking, and research will also be included. Parallel readings will include specific readings assigned during the term and required summer readings. This course has a required summer assignment.	Teacher Recommendation 9 <sup>th</sup> Literature and Composition Honors A/B Minimum of 1 Honors English Credit	11
<b>AP LANGUAGE WITH AMERICAN LITERATURE FOCUS A&amp;B</b>  <b>Milestone Course</b>	This course focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affects its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts including visuals and graphic images as texts from across the curriculum and read texts in all genres and modes of discourse. The students will compose a variety of writing, including expository, analytical, and argumentative writings. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. Students enrolled in this course are prepared to take the Advanced Placement exam. There are required summer readings and assignments.	Teacher Recommendation  And Honors 9 <sup>th</sup> , 10 <sup>th</sup> grade English Credits	11
<b>ADVANCED COMPOSITION A&amp;B</b>	This course is designed for the college-bound student who wishes to refine his writing skills in order to prepare himself for the level of writing expected in most college courses, regardless of discipline. It provides review and further exploration of the writing process, including planning, drafting, and revising, and emphasizes research skills and various elements of essay composition. The course focuses on argument, informative/explanatory, and narrative writing as well as style, voice, and grammatical structure, including mechanics and usage.	Teacher Recommendation  9 <sup>th</sup> Literature, 10 <sup>th</sup> English credit and American Literature A&B	12
<b>HONORS ADVANCED COMPOSITION A&amp;B</b>	This course is designed for the college-bound student who wishes to refine his writing skills in order to prepare himself for the level of writing expected in most college courses, regardless of discipline. It provides review and further exploration of the writing process, including planning, drafting, and revising, and emphasizes research skills and various elements of essay composition. The course focuses on argument, informative/explanatory, and narrative writing as well as style, voice, and grammatical structure, including mechanics and usage.	Teacher Recommendation  9 <sup>th</sup> Literature, 10 <sup>th</sup> English credit and American Literature A&B	12
<b>DRAMATIC WRITING A&amp;B</b>	Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Students will also engage in a variety of creative, analytical, and reflective writing experiences. Includes the development of “writerly stance” by reading, viewing, and analyzing texts and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. <i>This course meets the fourth English Language Arts core requirement with Advanced Composition as an embedded credit.</i>	Teacher Recommendation  9 <sup>th</sup> Literature, 10 <sup>th</sup> English credit and American Literature A&B	12
<b>AP LITERATURE/COMPOSITION A&amp;B</b>	This college-level course focuses on the reading and analysis of literary works and the writing of critical essays. This course is designed as an accelerated and enriching experience in analytical and critical thinking. It also pre-supposes that a student is proficient in composition. This course is geared to the student who aspires to take the AP exam. Parallel readings will include specific readings assigned during the term and required summer readings.	Teacher Recommendation  AP Language	12



<b>JOURNALISM/ ANNUAL A&amp;B</b>	This course explores writing through the analysis of yearbooks. It concentrates on the purpose, influence and structure, and language use. It also covers news gathering, ethics, copyrighting, editing, and revising. The course includes desktop publishing, circulation, and production as minor aspects.	Teacher Recommendation Application Required	10-12
<b>MATH</b>			
<b>ALGEBRA A&amp;B</b>  <b>Milestone course</b>	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.	Teacher Recommendation 8 <sup>th</sup> grade mathematics credit	9
<b>HONORS ALGEBRA A&amp;B</b>  <b>Milestone course</b>	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. This course includes the study of Algebra but with more depth and rigor with emphasis on critical thinking and analysis of mathematical concepts.	Teacher Recommendation 8 <sup>th</sup> grade mathematics credit	9
<b>GEOMETRY A&amp;B</b>	This is the second in a sequence of courses designed to provide students with preparation for more rigorous Mathematics courses in high school. 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.	Teacher Recommendation Algebra I A& B	9-10
<b>HONORS GEOMETRY A&amp;B</b>	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. The honors course will include greater depth in problem solving, rigorous reasoning, and proof.	Teacher Recommendation Algebra I A&B or Acc Algebra 1/Geometry A	9-10
<b>ADVANCED ALGEBRA A&amp;B</b>	This course is designed as the third course in a three-course series. This course enhances students' algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic reasoning skills to make sense of problems involving algebra, trigonometry, geometry, probability, and statistics. Students will continue to enhance their algebraic and analytical skills by applying a deep understanding of; polynomial expressions, quadratics and complex numbers, logarithms and exponential functions, radical and rational functions, matrices, the unit circle, and descriptive & inferential statics.	Teacher Recommendation Geometry A & B	10-11

<b>HONORS ADVANCED ALGEBRA A&amp;B</b>	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. This course includes the study of Advanced Algebra but with more depth and rigor with emphasis on critical thinking and analysis of mathematical concepts.	Teacher Recommendation Geometry A & B or Honors Geometry A & B	10-11
<b>GSE PRE-CALCULUS A&amp;B</b> {4 <sup>th</sup> Math option}	GSE Pre-Calculus is a fourth Mathematics course to prepare students for calculus and other college level Mathematics courses. Students will study the unit circle, writing and graphing trigonometric functions, solving trigonometric equations and identities, inverse trigonometric functions, applications of trigonometry to general triangles, conic sections, vectors, matrices, and the use of probability to make informed decisions.	Teacher Recommendation Algebra II A & B	10-12
<b>COLLEGE READINESS MATH</b> {4 <sup>th</sup> Math option}	College Readiness Mathematics is a fourth course option for students who have completed Algebra I, Geometry, and Algebra II. The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Algebra II for non-STEM majors, so the course will meet the needs of college-bound seniors who will not pursue STEM fields.	Teacher Recommendation Algebra II A & B	11-12
<b>STATISTICAL REASONING</b> {4 <sup>th</sup> Math option}	Statistical Reasoning is a fourth Mathematics course option for students who have completed Accelerated GSE Geometry B/Algebra II or GSE Algebra II. The course provides experiences in statistics beyond the CCGPS sequence of courses, offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question	Teacher Recommendation Algebra II A & B or College Readiness Math	12
<b>AP PRECALCULUS A&amp;B</b>	This course conforms to the Advanced Placement Program of the College Board and is designed to prepare students for college-level calculus and provide grounding for other mathematics and science courses. The course includes the exploration, analysis, and applications of common functions such as polynomial, rational, exponential, logarithmic, trigonometric, and parametric functions. Students will also develop key function concepts like transformations, inverses, and compositions with each of the function types. These functions will be used along with technology to model different contexts and data sets.	Teacher Recommendation Algebra II A & B or Honors Algebra II A & B	10-12
<b>AP STATISTICS A&amp;B</b> {4 <sup>th</sup> Math option}	This course conforms to Advanced Placement Program of College Board and introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns and statistical inference.	Teacher Recommendation Honors Algebra II A & B Or Precalculus A & B	10-12
<b>AP CALCULUS AB A&amp;B</b> {4 <sup>th</sup> Math option}	This course conforms to the Advanced Placement Program of the College Board and includes algebraic relations, limits, derivatives of algebraic and transcendental functions, and applications of derivatives. This course also includes basic integrations, applications of integrations, transcendental functions, methods of integration, and linear first-order differential equations. A typical equivalent would be a college Calculus I class.	Teacher Recommendation Precalculus A & B or Acc Precalculus A & B	11-12

<b>AP CALCULUS BC A&amp;B</b> {4 <sup>TH</sup> Math option}	This course conforms to the Advanced Placement Program of the College Board and continues the study of AP Calculus AB course. Topics include the differential and integral calculus skills and concepts from AP Calculus AB and extends them to include parametric, polar, and vector functions, along with an introduction to the study of functions represented as infinite sequences and series. A typical equivalent would be a college Calculus I and Calculus II class.	Teacher Recommendation Acc Precalculus A & B or AP Calculus AB A & B	11-12
<b>MULTIVARIABLE CALCULUS A&amp;B</b>	Multivariable Calculus is a fourth-year mathematics course option for students who have completed AP Calculus BC. It includes three-dimensional coordinate geometry; matrices and determinants; eigenvalues and eigenvectors of matrices; limits and continuity of functions with two independent variables; partial differentiation; multiple integration; the gradient; the divergence; the curl; Theorems of Green, Stokes, and Gauss; line integrals; integrals independent of path.	Teacher Recommendation AP Calculus BC A & B	12
<b>SCIENCE</b>			
<b>BIOLOGY I A&amp;B</b> Milestone course	Biology is a required course in which the students will learn and understand biological functions and systems on the molecular, cellular, systemic, and environmental levels. Students should also be able to implement applications of biological processes to everyday situations.	Teacher Recommendation	9
<b>HONORS BIOLOGY I A&amp;B</b>  Milestone course	This is an accelerated course designed for students interested in pursuing advanced sciences or careers in the science or engineering fields. Students will learn and understand biological processes that occur on the molecular, cellular, systemic, and environmental levels. Students should also be able to implement applications of biological processes to everyday situations.	Teacher Recommendation	9
<b>AP BIOLOGY A&amp;B</b>  (Milestone Course if not previously tested in a previous Biology Course)	The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The AP course in biology differs significantly from the usual first high school course in biology with respect to the textbooks 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 Advanced Placement Examination.	Teacher Recommendation Honors Biology A & B Honors level math classes recommended	11-12
<b>CHEMISTRY I A&amp;B</b>	Chemistry I is designed to introduce the student to how chemical principles and concepts are developed from observations and data, to understand and apply ordinary chemical and other scientific phenomena which he/she encounters in everyday activities, and to assist the student in appreciating the role of the chemist and the chemical industry in the evolution of our present day highly technological society.	Teacher Recommendation  Biology A & B or Honors Biology A & B Algebra I	10-12
<b>HONORS CHEMISTRY A&amp;B</b>	This is an accelerated course designed for students interested in pursuing science related and/or engineering collegiate degrees. Students will be introduced to how chemical principles and concepts are developed from observations and data, to understand ordinary chemical and other scientific phenomena, which he/she encounters in everyday activities, and to assist the student in appreciating the role of the chemist and the chemical industry in the evolution of our present day highly technological society. Emphasis is placed on experiments yielding data that when analyzed and interpreted; reveal important relationships such as trends and regularities, which can be used as a basis for developing unifying principles and concepts	Teacher Recommendation  Biology A & B or Honors Biology A & B, Acc Alg 1/Geometry A & B or higher math recommended	10-12
<b>AP CHEMISTRY A&amp;B</b>	Advanced Placement Chemistry is designed to be the equivalent of a college introductory chemistry course usually taken by students who have an interest in biological sciences, physical sciences, or engineering. The	Teacher Recommendation	11-12

	AP Chemistry course expands the knowledge and skills gained during the introductory high school chemistry course. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry. Some students, as college freshman, are permitted to undertake upper-level courses in chemistry or register for courses for which chemistry is a prerequisite after achieving an adequate score on the Advanced Placement Examination.	Chemistry A & B and/or Honors Algebra II	
<b>PHYSICS A&amp;B</b>	Physics is a detailed conceptual physics course that introduces the relationships among speed, acceleration, and displacement. The laws of mechanics as applied to both linear and circular motion systems are explored. The conservation of energy and momentum are also covered. Other topics covered include light, sound, electromagnetic waves, electricity, electromagnetism, electronic and nuclear physics	Two units of science and Algebra II as pre- or co-requisite	11-12
<b>HONORS PHYSICS A&amp;B</b>	Physics Honors is an accelerated course that details the relationship among speed, acceleration, and displacement. Vector mathematics is used to make calculations involving both kinetic and dynamic quantities. Algebraic treatments of the laws of mechanics as applied to both linear and circular motion systems are derived and explained. The concepts of conservation of energy and momentum are covered in detail. Other topics covered include light, sound, electromagnetic waves, electricity, electromagnetism, electronics and nuclear physics	Teacher Recommendation Two units of science and honors or advanced level math courses	11-12
<b>AP PHYSICS 1 A&amp;B</b>	Advanced Placement Physics I provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. The course covers the first semester of the typical college physics sequence that serves as the foundation in physics for student majoring 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 prerequisite after achieving an adequate score on the Advanced Placement Examination.	Teacher Recommendation Two units of science and concurrent enrollment in Algebra II A & B or Precalculus A & B	11-12
<b>ASTRONOMY A&amp;B</b> {4 <sup>th</sup> or 5 <sup>th</sup> Science option}	Astronomy is a course that is based on the history, motion, and interactions of the planets, stars, and the universe. This course requires two-night viewings to study stars and planets that cannot be seen during the hours of a school day. This course is for students who desire a better understanding of how the universe works.	1 Unit of Science	11-12
<b>HONORS ASTRONOMY A&amp;B</b> {4 <sup>th</sup> or 5 <sup>th</sup> Science option}	This course deals with everything or anything in the physical universe above the surface of the earth, with two related exceptions—the earth's composition and heat capacity. Included in the course are the atmosphere, the planets, stars, galaxies, and the universe. Students will learn about the development of astronomy from ancient times through modern day, how telescopes and astronomical observations are made. This course differs from regular Astronomy in pacing and depth with computation and analysis of data from satellites orbiting the Earth, the ISS, and probes sent out into the far reaches of our solar system. Students will apply their knowledge of physics and mathematics to describe and understand the motion of planetary, stellar, and galactic bodies through space and to calculate distances with measurements of arc, light years, and parsecs.	1 Unit of Science Algebra II A & B	11-12
<b>ENVIRONMENTAL SCIENCE A&amp;B</b>	Environmental Science is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for oneself and the environment.	8 <sup>th</sup> grade Teacher Recommendation or Biology A & B	9-10
<b>AP ENVIRONMENTAL SCIENCE A&amp;B</b>	AP Environmental Science (APES) is a laboratory science course equivalent to a one-semester college course in environmental science. This is an advanced study of topics in environmental science and will encompass multiple disciplines from the scientific field such as Earth Science, Biology, Physical Science, Chemistry, and Physics along with courses of study in math, geography, history, government and literature.	Teacher Recommendation Biology A & B and Chemistry A & B	12

<b>HUMAN ANATOMY/ PHYSIOLOGY A&amp;B</b> {4 <sup>th</sup> or 5 <sup>th</sup> Science option}	This course is designed to give the student an overview of the structures and functions of the major systems of the human body. The course is particularly relevant for a student who is interested in pursuing a career in various medical fields. Students are expected to participate in laboratory activities including the dissection of various preserved animal specimens.	Biology A & B	11-12
<b>HONORS HUMAN ANATOMY/ PHYSIOLOGY A&amp;B</b> {4 <sup>th</sup> or 5 <sup>th</sup> Science option}	Honors Human Anatomy/Physiology is an advanced 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 particularly relevant for a student who is interested in pursuing a career in the allied medical fields or who is interested in advanced competency in medical science.	Honors Biology A & B	11-12
<b>FORENSIC SCIENCE A&amp;B</b> {4 <sup>th</sup> or 5 <sup>th</sup> Science option}	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. Students will be required to use both critical thinking and problem-solving skills attained in any courses providing chemistry and physics concepts.	Biology A & B and 1 unit of additional science (Chemistry recommended)	12
<b>AP COMPUTER SCIENCE PRINCIPLES A&amp;B</b> {4 <sup>th</sup> or 5 <sup>th</sup> Science option}	The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. <i>This course has been approved to meet the 4<sup>th</sup> Science requirement for graduation.</i>	Algebra I A & B	10-12
<b>AP COMPUTER SCIENCE A A&amp;B</b> {4 <sup>th</sup> or 5 <sup>th</sup> Science option}	AP Computer Science A conforms to the College Board syllabus for the Advanced Placement Computer Science Examination. It covers programming methodology, features of programming languages, fundamental data structures, algorithms, and computer systems. Students will use JAVA as the language for the course. <i>This course has been approved to meet the 4<sup>th</sup> Science requirement for graduation.</i>	Teacher Recommendation AP Computer Science Principles and Algebra II A & B	10-12
<b>HONORS SCIENTIFIC RESEARCH II A&amp;B</b>	Scientific Research II is designed to provide students with the tools necessary to perform an independent research project. During first semester, students will be introduced to many different techniques common in research labs and develop an idea for a project to be completed during spring semester. <b><i>This course does not meet the 4<sup>th</sup> Science requirement for graduation.</i></b>	Teacher Recommendation and /or Honors Biology A & B Corequisite Chemistry A & B	11-12
<b>HONORS SCIENTIFIC RESEARCH III A&amp;B</b>	Scientific Research III allows students to conduct a long-term independent research project in their chosen area of study. Students will design their own experimental procedure, collect data, and write a formal lab report over their findings. STEM Academy students may use this course to satisfy the capstone project requirement. <b><i>This course does not meet the 4<sup>th</sup> Science requirement for graduation.</i></b>	Honors Scientific Research II	12
<b>AP CAPSTONE</b>			
<b>AP SEMINAR</b>	AP Seminar 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. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students who complete AP Seminar are expected to enroll in AP Research their senior year	Teacher Recommendation 1 unit of Advanced Placement credit	11

<b>AP RESEARCH</b>	AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.	AP Seminar	12
<b>Social Studies</b>			
<b>WORLD GEOGRAPHY A&amp;B</b>	This course uses a thematic approach to the study of geographic (physical and cultural), religious, historical, economic, and political developments throughout the world. Content studied is supported using current events to further curricular understanding. Study skills such as writing, note-taking, critical thinking, test taking strategies developed during this course will prepare students for high school social studies courses and other curriculums as well.	None	9
<b>HONORS WORLD GEOGRAPHY A&amp;B</b>	This course uses a thematic approach to the study of geographic (physical and cultural), religious, historical, economic, and political developments throughout the world. Content studied is supported using current events to further curricular understanding. Study skills such as writing, notetaking, critical thinking, test taking strategies developed during this course will prepare students for high school social studies courses and other curriculums as well.	Teacher Recommendation	9
<b>AP HUMAN GEOGRAPHY A&amp;B</b>	Advanced Placement Human Geography is the equivalent of a one-semester college-level course and is designed to provide the student with an in-depth understanding of the earth's regions, religions, languages, recent regional histories, governments, economic systems, and physical features. Students will write frequently on current topics of interest. The free response questions will be patterned after the type of questions asked on the AP Human Geography Exam. Outside reading and writing are required. This course has a required summer assignment.	Teacher Recommendation	9
<b>WORLD HISTORY A&amp;B</b>	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). Concepts and skills in problem solving and critical thinking are developed along with writing skills	None	10-12
<b>HONORS WORLD HISTORY A&amp;B</b>	A survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the Industrial Revolution (5000 B.C.-1800's) and from the rise of nationalism to contemporary times (1800's-present). Critical thinking and problem solving are stressed. Extensive reading and writing are required.	Teacher Recommendation Honors World Geography A & B or World Geography A & B	10-12
<b>AP WORLD HISTORY A&amp;B</b>	The purpose of the AP World History course is to develop a greater understanding of the changes of global processes and contacts, in interaction with different types of human societies. This course offers balanced global coverage with Africa, the Americas, Asia, and Europe. This course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence.	Teacher Recommendation Honors World Geography A & B and Honors 9 <sup>th</sup> Literature A & B	10
<b>US HISTORY A&amp;B</b>	This course is a survey of the development of the U.S. from discovery to the present. The intent of this course is to increase knowledge, awareness, and appreciation of America's social, political, and economic	None	11-12

<b>Milestone course</b>	evolvement during the formative years. The student will also be encouraged to think independently and writing skills will be developed.		
<b>HONORS US HISTORY A&amp;B</b>  <b>Milestone course</b>	This course is a survey of the development of the US from discovery to the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America's social, political, and economic evolvement during the formative years. Inquiry and analysis of historical situations are emphasized. Extensive reading and writing are required.	Teacher Recommendation Honors World History	11-12
<b>AP US HISTORY A&amp;B</b>	This course is designed to give students a thorough understanding of United States history from its discovery to the present, requiring students to master historical and analytical skills, including chronological and spatial thinking, historical research, and historical interpretation. This course is equivalent to a full-year introductory college class. There is a required summer assignment.	Teacher Recommendation Honors or AP World History	11
<b>AMERICAN GOVERNMENT (one semester)</b>	This course is a study of the local, state, and federal governmental functions. Citizenship rights and responsibilities are emphasized. Focus areas include development of our political systems, federalism, civil liberties, political parties, political theory, and comparative government. Also, the functions of the Executive, Legislative, and Judicial branches of government will be studied.	US History A & B	12
<b>HONORS AMERICAN GOVERNMENT (one semester)</b>	This course is a study of the local, state, and federal governmental functions. Citizenship rights and responsibilities are emphasized. Focus areas include development of our political systems, federalism, civil liberties, political parties, political theory, and comparative government. Also, the functions of the Executive, Legislative, and Judicial branches of government will be studied.	Teacher Recommendation Honors or AP US History A & B	12
<b>AP GOVERNMENT AND POLITICS U.S.</b>	Designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret politics in the United States and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. AP Government and Politics is a cooperative educational endeavor of the College Entrance Examination Board. <b>This course meets the requirement for graduation.</b>	Teacher Recommendation Honors or AP US History A & B	12
<b>PRINCIPLES OF ECONOMICS (one semester)</b>	This course 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.	US History A & B	12
<b>HONORS PRINCIPLES OF ECONOMICS (one semester)</b>	This course 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.	Teacher Recommendation Honors or AP US History A & B	12
<b>AP MICROECONOMICS</b>	The purpose of this AP course in microeconomics is 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 functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy	Teacher Recommendation Honors or AP US History A & B	12
<b>AP MACROECONOMICS</b>	The purpose of this AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system. The course places particular emphasis on the study of national income and price-level determination, and develops student's familiarity with economic performance measures, the financial sector stabilization policies, economic growth, and international economics.	Teacher Recommendation Honors or AP US History A & B	12

<b>PSYCHOLOGY</b> (one semester/paired with Sociology)	This course provides a general overview of the principles and concepts of psychology. The purpose of this course is to provide a better understanding of human behavior and interpersonal relationships. Topics of applied psychology are also studied.	None	10-12
<b>AP PSYCHOLOGY A&amp;B</b>	The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.	None	11-12
<b>CURRENT ISSUES A&amp;B</b>	Current Issues is an in-depth examination of contemporary local, state, national and international issues. The purpose of the course is to assess, assimilate, analyze, and formally debate political and economic situations. Course will include intense reading, detailed writing, including position papers, are required. Students will have the opportunity to participate in Model U.N. simulations during the year at local colleges and universities.	None	9-12
<b>LEADERSHIP A&amp;B</b>	The purpose of this class is to provide an opportunity for students to pursue a course of study that permits them to serve in a variety of leadership roles within the local school. Provides a framework for understanding the problem-solving process, taking opportunities to participate in meaningful activities that affect society in positive ways, utilizing conflict resolution skills, learning effective communication skills adhering to ethical codes of practice, and exercising tolerance and advocacy of others' rights. Effectively combines social studies course content together with core social studies skill, giving students application and knowledge that will be invaluable for being viable and productive citizens.	Teacher Recommendation	11-12
<b>SOCIOLOGY</b> (one semester/paired with Psychology)	Sociology is the study of human society and social behavior. The course provides students with a basic understanding of how humanity is shaped 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.	None	10-12
<b>World Languages</b>			
<b>FRENCH I A&amp;B</b>	An introduction to the language and culture of France and other French-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.	None	9-12
<b>FRENCH II A&amp;B</b>	Designed to further develop the four skills of listening, speaking, writing, and reading with an increased emphasis on oral proficiency. The student will acquire a basic command of the key vocabulary and structures necessary for limited personal communication as well as an appreciation of the breadth and variety of the French-speaking world.	French I A & B	9-12
<b>FRENCH III HONORS A&amp;B</b>	Designed to increase listening, speaking, writing, and reading skills through expansion of knowledge regarding grammatical structure, mastery of reading material and through written and oral usage. The student will be able to participate in activities using oral and written forms, be able to inquire and describe using present, past, and future tense and read and demonstrate comprehension of a variety of texts.	French II A & B	9-12
<b>FRENCH IV HONORS A&amp;B</b>	This course is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the French-speaking world.	French III A & B	9-12
<b>AP FRENCH</b>	AP French Language is designed to prepare the student to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing, as well as constant cultural study. <a href="https://apstudent.collegeboard.org/apcourse/ap-french-language-and-culture">https://apstudent.collegeboard.org/apcourse/ap-french-language-and-culture</a>	French IV A & B	9-12



<b>GERMAN I A&amp;B</b>	An introduction to the German language, which includes the four language skills; listening, speaking, writing, and reading. These skills will be expanded gradually through the first semester. Introduction to German culture will be an integral part of the course.	None	9-12
<b>GERMAN II A&amp;B</b>	Designed to further develop the four skills of listening, speaking, writing, and reading with an increased emphasis on oral proficiency. The student will acquire a basic command of the key vocabulary and structures necessary for limited personal communication as well as an appreciation of the breadth and variety of the German speaking world.	German I	9-12
<b>GERMAN III HONORS A&amp;B</b>	Designed to increase listening, speaking, writing, and reading skills through expansion of knowledge regarding grammatical structure, mastery of reading material, and through written and oral usage. The student will be able to participate in activities using oral and written forms, be able to inquire and describe using present, past, and future tense, and be able to read and demonstrate comprehension of a variety of texts.	Teacher Recommendation German II	10-12
<b>GERMAN IV HONORS A&amp;B</b>	This course is designed to increase oral and written fluency and to provide intensive study of the literature, culture, geography and history of the German-speaking world.	Teacher Recommendation German III	10-12
<b>SPANISH I A&amp;B</b>	An introduction to the Spanish language, which includes the four language skills: listening, speaking, writing, and reading. These skills will be expanded gradually throughout the year. Introduction to Spanish culture will be an integral part of the course.	None	9-12
<b>SPANISH II A&amp;B</b>	This course is designed to further develop listening, speaking, reading, and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the Spanish-speaking world.	Spanish I	9-12
<b>SPANISH III HONORS A&amp;B</b>	Designed to increase listening, speaking, writing, and reading skills through expansion of knowledge regarding grammatical structure, mastery of reading material and through written and oral usage. The student will be able to participate in activities using oral and written forms, be able to inquire and describe using present, past, and future tense and read and demonstrate comprehension of a variety of texts.	Spanish II	10-12
<b>SPANISH IV HONORS A&amp;B</b>	This course 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 III	11-12
<b>AP SPANISH LANGUAGE A&amp;B</b>	AP Spanish Language is designed to prepare the student to take the AP language test by in-depth study of grammar, and intensive practice of listening, speaking, reading, and writing, as well as constant cultural study. <a href="https://apstudent.collegeboard.org/apcourse/ap-spanish-language">https://apstudent.collegeboard.org/apcourse/ap-spanish-language</a>	Spanish IV	12
<b>FINE ARTS</b>			
<b>VISUAL ARTS COMPREHENSIVE A&amp;B</b>	Visual Arts Comprehensive introduces art history, art criticism, aesthetic judgment, and studio production to the beginning art student. Emphasis is placed on the ability to understand and use the elements of art and principles of design through a variety of art media projects. Students will learn the language of art, how to evaluate their own and others' artwork, and they will study the history of how artists have expressed their lives through a variety of artistic media.	None	9-12
<b>DRAWING I A&amp;B</b>	Drawing I explores a variety of drawing techniques and media with an emphasis on developing foundation drawing skills. Students will learn the basics of contour line, black and white value, and color value drawing. They will examine solutions to drawing problems by critiquing their own work and the work of other artists; and they will focus on drawing from still life to develop a sense of three-dimensionality and form in their drawing. In the Drawing II class, a greater emphasis will be placed on problem solving,	Teacher Recommendation Visual Arts Comprehensive	10-12

	creative self-expression, and diverse approaches to drawing; a higher level of drawing proficiency is required in this second course.		
<b>DRAWING II A&amp;B</b>	Drawing II enhances skills developed in Drawing I and provides further exploration of drawing media. Reinforces problem-solving skills, encourages self-expression and a greater sophistication in the use of drawing materials is expected.	Teacher Recommendation Visual Arts Comprehensive Drawing I	10-12
<b>DRAWING &amp; PAINTING 1 A&amp;B</b>	In Drawing and Painting I students will continue developing their foundation drawing skills, with an emphasis on form and three dimensionality in a variety of black and white and color media drawing projects. A greater emphasis will be placed on self-expression, and a greater sophistication and individual style in the use of drawing media should be developing in the student's work. After nine weeks of drawing, students will focus on developing form and three dimensionality skills in a range of basic painting media and techniques. Students will work on more individualized, advanced projects, with an emphasis on self-expression, and utilize opportunities for competitive exhibition. Students might also create works to include in their portfolio for college admission, or to be included in a portfolio to be submitted to The College Board for the AP Studio drawing exam.	Teacher Recommendation Visual Arts Comprehensive Drawing I & II	11-12
<b>AP STUDIO DRAWING A&amp;B</b>	This course covers topics as required by The College Board. Students will produce portfolios of original artwork that demonstrate college level drawing skills in a range of drawing problems, media and approaches. The class provides students with college level studio class experiences and requires self-motivated artistic production outside of class. If students' portfolios receive a high enough score from The College Board, they may be awarded college credit for their portfolio work.	Teacher Recommendation Visual Arts Comprehensive Drawing I & II	11-12
<b>AP STUDIO 2D DESIGN A&amp;B</b>	This course covers topics as required by The College Board. Students will produce portfolios of original artwork that demonstrate college level 2D design skills in a range of 2D design problems, media and approaches. Many students in this class have chosen to develop photography portfolios as their media focus. The class provides students with college level studio class experiences and requires self-motivated artistic production outside of class. If students' portfolios receive a high enough score from The College Board, they may be awarded college credit for their portfolio work.	Teacher Recommendation Visual Arts Comprehensive Drawing I & II	11-12
	<b>CHORUS</b>		
<b>BEGINNING CHORAL ENSEMBLE I A&amp;B (Serenata)</b>	This course will cover a variety of genres of music at an intermediate high school level for treble voices. Basic knowledge of music theory as well as ear training and sight-reading skills are helpful, though not required. These will be developed further through more intense curriculum. Students are required to sing and participate during all classroom activities. Students are expected to attend all after-school rehearsals and concerts included in the chorus handbook and syllabus. <b>Annual Dues associated with this course.</b>	None No audition required	9-12
<b>INTERMEDIATE CHORAL ENSEMBLE I A&amp;B (Voce Angeli)</b>	This course will cover a variety of genres of music at an intermediate high school level for treble voices. Basic knowledge of music theory as well as ear training and sight-reading skills are helpful, though not required. These will be developed further through a more intense curriculum. Students are required to sing and participate during all classroom activities. Students are expected to attend all after-school rehearsals and concerts included in the chorus handbook and syllabus. <b>Annual Dues associated with this course.</b>	Acceptance by Audition	10-12
<b>MEN'S CHORUS A&amp;B</b>	This course is an intermediate choral performance class for male voices. Basic knowledge of music theory as well as ear training and sight-reading skills are helpful, though not required. These will be developed further through a more intense curriculum. Students are required to sing and participate during all classroom activities. Students are expected to attend all afterschool rehearsals and concerts included in the chorus handbook and syllabus. <b>Annual Dues associated with this course.</b>	None No audition required	9-12

<b>ADVANCED TREBLE CHORAL ENSEMBLE A&amp;B</b> <i>(Bel Canto)</i>	This course will cover a variety of genres of music at an advanced high school level for treble voices. Students will be expected to have a basic knowledge of music theory as well as ear training and sight-reading skills. These will be developed further through a more intense curriculum. Students are required to sing and participate during all classroom activities. Students are expected to attend all after-school rehearsals and concerts included in the chorus handbook and syllabus. <b>Annual Dues associated with this course.</b>	Acceptance by Audition	10-12
<b>ADVANCED MIXED CHORUS I A&amp;B</b>	This course provides mastery-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. <b>Annual Dues associated with this course.</b>	Teacher Recommendation	10-12
<b>BAND</b>			
<b>INTERMEDIATE BAND I A&amp;B</b> <i>(Concert Band)</i>	Course designed for those students beyond the beginning level, but not yet capable of the most advanced literature. Performance demands are not as high as in the Advanced Band, allowing more time for further technical development of individual skills. Advanced students who are unable to meet the rehearsal and performance demands of Advanced Band may choose this course. Extra rehearsals and performances are expected. Audition and director approval required. <b>Annual Dues associated with this course.</b>	Acceptance by Audition	9-12
<b>MASTERY BAND A&amp;B</b> <i>(Wind Symphony)</i>	Course designed for the more advanced high school student. Performance obligations are more intense than in Advanced Band. Development of individual skills is through home practice and /or private study is typical. Extra rehearsals and performances are expected. Audition and director approval required. <b>Annual Dues associated with this course.</b>	Acceptance by Audition	9-12
<b>ADVANCED BAND II A&amp;B</b> <i>(Symphonic Band)</i>	Course designed for the more advanced high school student. Performance obligations are more intense than in Intermediate Band. Development of individual skills is through home practice and /or private study is typical. Extra rehearsals and performances are expected. Audition and director approval required. <b>Annual Dues associated with this course.</b>	Acceptance by Audition	9-12
<b>Orchestra</b>			
<b>INTERMEDIATE ORCHESTRA A&amp;B</b> <i>(POPE ORCHESTRA)</i>	This course is designed for students in the ninth grade. Students work primarily to further strengthening in the areas of shifting, variations in key and primary rhythmic variations and basic ensemble performance. Students work on level three music as per Georgia Music Educators Association classification. <b>Annual Dues associated with this course.</b>	None	9-12
<b>ADVANCED ORCHESTRA II A&amp;B</b> <i>(POPE ORCHESTRA II)</i>	Students work primarily on moderately difficult ranges of shifting, key variation, and intricate rhythms. In this course, students perform level four music per Georgia Music Educators Association classification. <b>Annual Dues associated with this course.</b>	None	9-12
<b>CHAMBER ORCHESTRA A&amp;B</b> <i>(POPE SYMPHONY)</i>	<i>This is an audition only course.</i> Driven by highly technical musicians who have taken private lessons and/or are highly motivated who want to pursue a high level of orchestra music. Students work on intricate key signatures, rhythmic variation and technique and highly challenging music levels. In this course, students read and perform level five music as per Georgia Music Educators Association classification. <b>Annual Dues associated with this course.</b>	Acceptance by Audition	9-12
<b>MASTERY ORCHESTRA I A&amp;B</b> <i>(POPE SYMPHONY)</i>	<i>This is an audition only course.</i> Driven by highly technical musicians who have taken private lessons and/or are self-motivated to want to pursue a high level of Symphonic music. Students work on the highest level of music available and deal with the most intricate of key signature, rhythmic variation, and technique. In	Acceptance by Audition	9-12

	this course, students read a level five and level six music per Georgia Music Educators Association classification. <i>Annual Dues associated with this course.</i>		
	<b>Theater</b>		
<b>THEATRE ARTS: FUNDAMENTALS I A&amp;B</b>	This are course introduces and develops a basic working knowledge of theatrical skills including: script analysis, improvisation, theatrical methods, acting, technical theatre, directing, dramaturgy, theatre history, theatre business, critique, and theatre etiquette. This course offers performance opportunities.	None	9-12
<b>THEATRE FUNDAMENTALS II A&amp;B</b>	<u>Theatre Arts/Fundamentals II</u> enhances level-one skills.	Teacher Recommendation and/or Theater Fundamentals A & B	10-12
<b>THEATRE ARTS: FUNDAMENTALS III A&amp;B</b>	<u>Theatre Arts/Fundamentals III</u> enhances level-two skills.	Teacher Recommendation and/or Theater Fundamentals I & II A & B	10-12
	<b>FINE ARTS</b>		
<b>AP MUSIC THEORY A&amp;B</b>	This course is designed to teach the analytical aspects of music. Musical form and analysis, compositional techniques, harmony, part writing, sight-reading, and ear training concepts will be the focus of the curriculum discussed. This course will be offered to music students as well as those not currently enrolled in a music class but have a background in music.	Teacher Recommendation And Student must have musical background	10-12
<b>MUSIC APPRECIATION I A&amp;B</b>	Music Appreciation I is a study of music literature and styles that is intended to raise awareness of music fundamentals and the role of music in our world. Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music.	None	9-12
<b>AP ART HISTORY A&amp;B</b>	The AP Art History course explores a wide array of aesthetic topics as the nature of art, its uses, its meanings, its role in culture, art making, artists' lives, art movements, and responses to art. Through investigation of diverse artistic traditions from prehistory to present, from European, Asian, African and American traditions, the course fosters in-depth and holistic understanding of the history of art from a global perspective.  There are no prerequisites for AP Art History. Students who have been successful in history and literature courses, or in studio art courses are encouraged to enroll since those experiences will support and enrich the context of the art history course. AP Art History is a college-level course, so student should be prepared for reading approximately 100 pages per week.	None	10-12
<b>CTAE</b>			
<b>INTRODUCTION TO SOFTWARE TECHNOLOGY A&amp;B</b>	Exposure to foundational knowledge in software, programming languages, web design, IT support, networks, hardware, and emerging technologies are all taught in a computer lab with hands-on activities and project-focused tasks. Students will be exposed to several languages including HTML, CSS, JavaScript, and Python. They will learn to read, write, and edit code. Students will be taught to share information several ways, including building a website. Code structure is taught in this course as a foundational knowledge to prepare students future computer science courses.	None	9-12
<b>INTRODUCTION TO BUSINESS &amp;</b>	The course provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology	None	9-12

<b>TECHNOLOGY A&amp;B</b>	proficiencies demanded by business combine to establish the elements of this course. Students will learn essentials for working in a business environment, managing a business, and owning a business. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.		
<b>FINANCIAL LITERACY A&amp;B (Personal Finance)</b>	Students will explore trends in investing, bank accounts, types of credit, types of investments, financial contracts (example: car loans, rental agreements, credit applications, etc.), investment and financial planning, and careers in business finance. The curriculum is supplemented with the <i>Dave Ramsey's – "Financial Peace" – High School Curriculum</i> .	Introduction to Business and Technology preferred	10-12
<b>AP COMPUTER SCIENCE PRINCIPLES A&amp;B</b>	The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. <b><i>This course has been approved to meet the 4<sup>th</sup> Science requirement for graduation.</i></b>	Teacher Recommendation and Algebra I	10-12
<b>AP COMPUTER SCIENCE A A&amp;B</b>	AP Computer Science A conforms to the College Board syllabus for the Advanced Placement Computer Science Examination. It covers programming methodology, features of programming languages, fundamental data structures, algorithms, and computer systems. Students will use JAVA as the language for the course. <b><i>This course has been approved to meet the 4<sup>th</sup> Science requirement for graduation.</i></b>	Teacher Recommendation and AP Computer Science Principles and Algebra II	10-12
<b>PROGRAMMING, GAMES, APPS AND SOCIETY A&amp;B</b>	The course is designed to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about 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. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry. Various forms of technologies will be used to expose students to resources, software, and applications of programming. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready.	Teacher Recommendation and AP Computer Science Principles or AP Comp Science A; It is recommended that students take BOTH AP Computer Science Courses	11-12
	<b>Broad Cast/Video Production</b>		
<b>AUDIO VIDEO TECH AND FILM I A&amp;B</b>	This course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording, and editing, studio production, and professional ethics.	None	9-10
<b>AUDIO VIDEO TECH AND FILM II A&amp;B</b>	This is the second course in the Broadcast/Video Production pathway. Course topics include: Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics.	AV Tech I	10-12
<b>AUDIO VIDEO TECH AND FILM III A&amp;B</b>	This course is the Third in a series to prepare for a career in Broadcast/Video production and/or to transfer to a postsecondary program for further study. Topics include: Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics. Students work cooperatively and independently in all phases of broadcast/video production. Students in this class will produce GNN/Pope TV programming viewed throughout the school 2-3 times per week.	AV Tech I & II	11-12

<b>AUDIO VIDEO TECH AND FILM IV A&amp;B</b>	Students will be responsible for video production projects either in school or after hours. Projects include filming presentations for the Guidance Department, Administrators, Athletic Events, or a variety of other projects including Public Service Announcements. Students work independently to produce video projects, within given deadlines.	AV Tech I, II, III	12
	<b>CULINARY ARTS</b>		
<b>INTRODUCTION TO CULINARY A&amp;B Level 1</b>	Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods. Laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway in Culinary Arts. Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America, (FCCLA) will provide students with a competitive edge for either entry into the global marketplace and/or the post-secondary institution of their choice to continue their education and training. <b>Students are required to purchase a chef hat and coat.</b>	None	9-12
<b>CULINARY ARTS I A&amp;B Level 2</b>	Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post-secondary education or a foodservice career. Building from techniques and skills learned in Introduction to Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands on skill mastery of Culinary Arts. <b>Students are required to purchase a chef hat and coat if one is not already owned.</b>	Introduction to Culinary Arts	10-12
<b>CULINARY ARTS II A&amp;B Level 3</b>	Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post-secondary level or enter the foodservice industry as a proficient and well-rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen. <b>Students are required to purchase a chef hat and coat if one is not already owned.</b>	Introduction to Culinary Arts and Culinary Arts I	11-12
	<b>GRAPHIC ARTS</b>		
<b>INTRODUCTION TO GRAPHICS AND DESIGN A&amp;B</b>	This course is designed as the foundational course for both the Graphics Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout.	None	9-12
<b>GRAPHIC DESIGN AND PRODUCTION A&amp;B</b>	As the second course in the Graphics Communication and Graphics Design Pathways, this course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications	Intro to Graphics and Design	10-12
<b>ADVANCED GRAPHIC DESIGN A&amp;B</b>	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 school-based and work-based learning opportunities. This is the final course in the Graphic Design pathway.	Graphic Design and Production	11-12

<b>Advanced Graphic Output Processes A&amp;B</b>	<p>As the fourth course in Graphic Design, students will gain more advanced levels of experience to complete the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process including customer relations management, printing, finishing, and binding. Students will continue to accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary educational environment where self-motivation and a high level of skill are expected. This is the final course in the Graphic Communication Pathway. The prerequisites for this course in order are Introduction to Graphics and Design, Graphic Design &amp; Production, and Advanced Graphic Design. This course is available for seniors only.</p>	Advanced Graphic Design	12
	<b>ENGINEERING</b>		
<b>PLTW INTRODUCTION TO ENGINEERING DESIGN (IED) A&amp;B</b>	<p>A high school-level foundation course in the Project Lead the Way (PLTW) Engineering Program. In IED, students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using engineering notebooks and 3D modeling software.</p>	None	9-12
<b>PLTW PRINCIPLES OF ENGINEERING (POE) A&amp;B</b>	<p>A foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, motion, and kinematics. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.</p>	PLTW INTRODUCTION TO ENGINEERING DESIGN	10-12
<b>PLTW AEROSPACE ENGINEERING (Aero)</b>	<p>Aerospace Engineering is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.</p>	PLTW PRINCIPLES OF ENGINEERING (POE) A&B	11-12
<b>PLTW ENGINEERING DESIGN AND DEVELOPMENT (EDD)</b>	<p>A <u>capstone</u> course in the PLTW engineering program. EDD is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, ready to take on any post-secondary program or career.</p>	PLTW PRINCIPLES OF ENGINEERING (POE) A&B	11-12

	<b>INTERNSHIP</b>		
<b>INTERNSHIP I-IV</b>	<p>Internship (Work Based Learning) I-IV is a course that enables students to participate in a mentor-supervised, on-the-job training experience for career awareness/exploration. Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 10, 11, or 12. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled The Work-based Programs Teacher-Coordinator visits the job mentor to assess student performance and supervises the student in job search skill development. The student maintains a weekly journal, records weekly hours on the job, and must complete program participation forms. <b>LUNCH PERIODS AND CLASS PERIODS WILL NOT BE ADJUSTED BASED ON STUDENT APPROVAL FOR INTERNSHIP.</b></p> <p><b>STUDENTS ACCEPTED INTO THE PROGRAM ARE EXPECTED TO MEET REQUIREMENTS FOR THE SCHOOL YEAR. <u>STUDENTS ARE ENROLLED IN THE COURSE FOR THE ENTIRE SCHOOL YEAR.</u> MID-YEAR SCHEDULE CHANGE REQUESTS CANNOT BE HONORED.</b></p> <p><i>Internship students cannot register for Mentorship or Minimum Morning and/or Minimum Day in the same semester.</i></p>	Teacher Recommendation Application for admission 2.5 GPA or Better; On track for graduation; good attendance	11-12
	<b>ROTC</b>		
<b>JROTC NAVY I, II, III (Cadets are transported to Lassiter H.S.)</b>	<p>Naval Science I introduces students to the Navy JROTC Program, emphasizing leadership, citizenship, patriotism and a disciplined life style. Students participate in academics, close order drill, and physical fitness. The curriculum includes Navy JROTC organization and regulations, introduction to leadership, our nation and its people, sea power and maritime geography, oceanography, naval history, health and first aid. Additionally, students have the opportunity to advance in the Navy JROTC promotion system based on individual merit accomplishments and participation. Normally, first year students achieve the rate of Seamen during their first year. Students can continue to levels II &amp; III. <b>Annual Dues associated with this course.</b></p> <p><i>Beginning with the Class of 2021, students who complete 3 full credits/units in JROTC I-III, will meet the Health and Personal Fitness graduation requirements.</i></p>	JROTC NAVY I – None JROTC NAVY II - JROTC NAVY I JROTC NAVY III - JROTC NAVY II	9-12
<b>JROTC NAVY IV (Cadets are transported to Lassiter H.S.)</b>	<p>Naval Science IV begins and ends with advanced leadership techniques to include applying leadership traits and principles. Students continue to develop their close order applying leadership traits and principles. Students continue to develop their close order drill ability and physical fitness and are expected to develop their instructional abilities in these areas. In addition to learning how to apply leadership techniques, Naval Science IV students are leaders within the Navy JROTC unit. Most are billet holders, meaning they are assigned jobs and responsibilities that they perform under the tutelage of the Naval Science Instructor and Associate Naval Science Instructor. Normally students have advanced through the promotion system achieving the rate of Chief Petty Officer, Ensign Lieutenant Junior Grade, Lieutenant, or Lieutenant Commander. <b>Annual Dues associated with this course.</b></p>	JROTC NAVY I JROTC NAVY II JROTC NAVY III	11-12
<b>PHYSICAL EDUCATION</b>			
<b>PERSONAL FITNESS (one Semester)</b>	<p>This course is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course is designed to support the development of a higher state of wellness and understanding of fitness strategies. Students spend classroom time learning knowledge and concepts that serve as the foundation for the development of overall wellness and activity time involved in a fitness program. An emphasis is placed on the decision-making process and preventive health care.</p>	None	10-12
<i>*This course is required for graduation</i>			



<b>HEALTH (one Semester)</b>  <b>*This course is required for graduation</b>	This course provides a direct and factual approach to health education that is practical, personal, and positive. Health topics include safety, drug education, nutrition, personal health, growth and development building self-esteem and relationship skills. By acquiring the knowledge, attitudes, and skills necessary to a healthful life, students learn to take responsibilities for their own health. Included in this course is a unit of ADAP (meets the requirement for Driver's Ed.).	None	10-12
<b>WEIGHT TRAINING/ PHYSICAL CONDITIONING A&amp;B</b>	This course introduces students to a program of activities, which promote the development of health, related fitness. The course will provide a balance of instruction each week in developing cardiovascular endurance, flexibility, and muscular strength and endurance. Activities may include aerobic activities, plyometrics, agility exercise, stretching exercises, and weightlifting.	None	9-10
<b>ADVANCED WEIGHT TRAINING/ ADVANCED PHYSICAL CONDITIONING A&amp;B</b>	This course is course designed to improve athletic development through speed, agility, plyometric, and quickness drills. Weightlifting is also incorporated.	Teacher Recommendation or Weight training	11-12
<b>INTRODUCTION TO TEAM SPORTS A&amp;B</b>	This course introduces students to the history, rules and regulations, strategy, and basic skills of flag football, soccer, basketball, floor hockey, team handball, and softball.	None	9-10
<b>ADVANCED TEAM SPORTS A&amp;B</b>	This course provides an opportunity for the students to become more proficient in team sports by advancing their level of skill, strategy, and officiating.	Introduction to Team Sports	11-12
<b>INTRODUCTION TO LIFETIME SPORTS A&amp;B</b>	This course introduces students to different lifetime sports. Those from which the selection is made include the following: badminton, bowling, handball, pickle ball, racquetball, tennis, and wall ball. Students will be offered the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.	None	9-12
<b>ADVANCED LIFETIME SPORTS A&amp;B</b>	This course is designed for students to refine existing skills and become more aware of the technical aspects of lifetime sports.	Introduction to Lifetime Sports	11-12
<b>MISCELLANEOUS ELECTIVE COURSES</b>			
<b>MENTORSHIP I A&amp;B</b>	Mentorship I enables students to serve as an administrative aide during one period of the daily schedule. The student will demonstrate use of clerical skills in performing administrative assistant duties under the leadership/guidance of the school's office personnel. The student also maintains a daily log of hours worked, records journal notations, and exhibits appropriate work ethic behaviors. <b>Must complete an application form.</b>  <b>Note:</b> Mentorship I students Minimum Morning and/or Minimum Day students cannot register for Minimum Morning and/or Minimum Day or Internship in the same semester.	Teacher Recommendation 2.5 GPA or better On track for Graduation <b>Application required</b>	11-12
<b>MENTORSHIP II A&amp;B</b>	Mentorship II enables students to serve again as an administrative aide during one period of the daily schedule. The student will demonstrate use of clerical skills in performing administrative assistant duties under the leadership/guidance of the school's office personnel. The student also maintains a daily log of hours worked, records journal notations, and exhibits appropriate work ethic behaviors. <b>Must complete an application form.</b>  <b>Note:</b> Mentorship II students Minimum Morning and/or Minimum Day students cannot register for Minimum Morning and/or Minimum Day or Internship in the same semester.	Teacher Recommendation Mentorship 2.5 GPA or better On track for Graduation <b>Application required</b>	12
<b>MINIMUM MORNING (AM) OR MINIMUM DAY (PM)</b>	Students may be released for only the first or last period of the school day. Students must complete a minimum day form. <b>LUNCH PERIODS AND CLASS PERIODS WILL NOT BE ADJUSTED BASED ON STUDENT APPROVAL FOR MINIMUM MORNING OR FOR MINIMUM DAY.</b>	Seniors must have earned 18.0 units prior to Fall semester and/or earned	12

<p>Non-credit awarded course</p>	<p><b>Note:</b> Minimum Morning and/or Minimum Day students cannot register for Mentorship or Internship in the same semester.</p> <p><b>Application required – must be submitted by established deadline the Spring before desired semester(s) enrollment</b></p>	<p>20.5 units prior to Spring Semester</p> <p><b>Application required</b></p>	
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