

Note: Rising 9th graders must use the “2018-2019” Freshman Registration Handbook- available online.

Kell High School



2018-2019 Course Catalog (For current High School Students)

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

Administration

Principal..... Dr. Andy Bristow
Assistant Principal Suzanne Cain
Assistant Principal/Athletic Director Jeff Milton
Asst. Principal/Specialized Services Administrator D’Nena Mock
Assistant Principal Tanya Robson
Assistant Principal Dr Susan Stoddard

School Counseling Office (Based on student last name)

A – D..... Stephen Chung
E – K (Dept Chair) Dr. Tammy White
L - O Dr. Jessica Bailey
P - Z Valerie Bullock

Department Chairs

English..... Amelia Sanders
Mathematics Christie Pusatere
Science..... Ann Nemeck
Social Studies..... Jessica Gibson
World Languages Kathryn Virnich
Fine Arts Gary Hicks
Career Tech..... Spencer Herron
Health/PE Steve Lattizori
Special Education..... Jonathan Gordon

Course Registration Process

Students will register for courses for the 2018-2019 school year by having teachers place course labels on their official registration forms. Students must have eight (8) course labels on their registration forms (English, math, science, social studies, and four (4) electives) to complete registration. Additionally, students should indicate two (2) alternate electives on the back of their registration form which might be used to replace an elective if a scheduling conflict occurs.

March 8-12

Students should review the 2018-2019 Course Catalog to select courses for next school year. The course catalog will be available electronically on our website, and teachers will have a printed copy in their classrooms with additional copies in the media center, counseling office, and front office.

***Students are encouraged to use the **Course Registration Worksheet** (the last page of this catalog) to plan which courses they wish to take.

***Some courses (yearbook, newspaper, work-based learning, mentorship, minimum day, CVA/GaVS online courses, December graduate, and dual enrollment) require applications and/or teacher recommendation forms that must be completed prior to registration. Contact the teacher or your counselor to get applications **before registration begins**. Return the applications by March 12th so that you will be eligible to receive course labels during registration.

Tuesday, March 13 (Course Registration Begins)

We will be on a different bell schedule: All students will go to homeroom at the beginning of the day. 9th – 11th grade students will get official registration forms, transcripts, and first semester schedules during homeroom. After homeroom, **all students** will return to their **first semester** classes briefly to get course labels from their first semester teachers.

*Since seniors do not need course labels, they will get to visit with their 1st semester teachers for a few minutes.

*Students who did not attend Kell during semester 1 will report to the media center.

Then students will follow their second semester schedule for the remainder of the day to get course labels from their second semester teachers.

***Students are responsible for their registration forms; they must keep them and take them to the Media Center when they are assigned a pass

Thursday, March 15, and Friday, March 16

Students will be able to get course labels from all departments during their lunch period on both days while in the lunchroom. Students should make sure they have filled all eight (8) spaces on their registration forms and selected two alternate electives on the back of the registration form. (Alternates can be hand-written; labels are not required.)

Monday, March 19 through Friday, March 23

Students will be called alphabetically by last name to the Media Center to enter their course registration into the scheduling database. Students with incomplete registration forms (any form with less than eight (8) course labels) must get missing course labels before they will be allowed to enter their course registration. All departments will be available in the media center with course labels. After entering their course registration, students will receive a confirmation receipt indicating the courses for which they have been registered. Waiver instructions are included on the confirmation receipt.

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

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

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

College and Career Pathways

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

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

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

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

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

Special Education

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

English/Language Arts

Course Name/Description	Course Number	Credit	Prerequisite
<p>World Lit/Comp (Y) This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects.</p>	23.0630011	1.0	1 unit of English credit
<p>ESL World Lit/Comp (Y) This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects.</p>	23.0630099	1.0	1 unit of English credit
<p>Honors World Lit/Comp (Y) is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. It includes literary selections from the entire world of writers to promote proficiency through a variety of writing styles. It stresses organization and development of written thought. It includes grammar, mechanics and usage, and research skills and activities designed to enhance speaking and listening abilities.</p>	23.0630003	1.0	1 unit of English credit
<p>American Lit/Comp (Y) focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. Students develop an understanding of chronological context and the</p>	23.0510011	1.0	2 units of English credit

<p>relevance of period structures in American literature in addition to the ways the period of literature affects its structure and meaning. Students read a variety of informational and literary texts in all genres and modes of discourse. While expository writing is the focus in American literature, students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. Students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. Students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p>			
<p>ESL American Lit/Comp (Y) focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. Students develop an understanding of chronological context and the relevance of period structures in American literature in addition to the ways the period of literature affects its structure and meaning. Students read a variety of informational and literary texts in all genres and modes of discourse. While expository writing is the focus in American literature, students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. Students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. Students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p>	<p>2 3 . 0 5 1 0 0 9 9</p>	<p>1.0</p>	<p>2 units of English credit</p>
<p>Honors American Literature (Y) This course will provide students a deeper understanding of the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p>	<p>2 3 . 0 5 1 0 0 0 3</p>	<p>1.0</p>	<p>2 units of English credit</p>

<p>AP Eng Language (w/Amer Lit) Comp(Y) is a college-level course that conforms to the College Board recommendations for the Advanced Placement Language and Composition Examination. Emphasizes critical thinking, reading, and writing through the study and discussion of expository, analytical, and argumentative essays. Stresses the connection between reading and writing mature prose. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance.</p>	<p>23.0530095</p>	<p>1.0</p>	<p>2 units of English credit</p>
<p>British Literature (Y) This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p>	<p>23.0520011</p>	<p>1.0</p>	<p>3 units of English credit</p>
<p>ESL British Literature (Y) This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an</p>	<p>23.0520099</p>	<p>1.0</p>	<p>3 units of English credit</p>

understanding of listening, speaking, and viewing skills for a variety of purposes.				
Advanced Composition (Y) focuses on the writing process (planning, drafting, and revising). The students will focus on different writing genres and organizational structures: expository, persuasive, narrative, descriptive, comparison-contrast, exemplification, process analysis, classification, cause and effect, and definition. Advanced grammar skills will be a major component of this class. An emphasis on research is also required.			2 3 . 0 3 4 0 0 1 1	1.0 3 units of English credit
AP English Literature & Comp (Y) This college-level course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. Students will explore the social and historical values that works reflect and embody.			2 3 . 0 6 5 0 0 9 5	1.0 3 units of English credit
Mythology (Y) introduces the importance of myths and tales of classical mythology, focusing on a comparative study of plot, characters, themes, and figurative devices. The course emphasizes the following: critical and analytical skills, vocabulary development, a study of the influences of Greek, Roman, and Norse word origins on the English language, and composition. The study of the relationship between people and their societies is a major emphasis, along with the impact of mythology on the literary world. Writing exploration through media literacy and viewing will be a focus in this course.			2 3 . 0 2 1 0 0 1 1	1.0 2 units of English credit (elective)
Journalism: Annual I-IV (Y) are courses that explore journalistic writing through the analysis of yearbooks. It concentrates on the purpose, influence and structure, and language use. It also covers news gathering, ethics, copy writing, editing and revising. The course includes layout, circulation and production as minor aspects.	I		2 3 . 0 3 2 0 0 1 1	1.0
	II		2 3 . 0 3 3 0 0 1 1	1.0
	III		2 3 . 0 3 5 0 0 1 1	1.0
	IV		2 3 . 0 3 6 0 0 1 1	1.0
AVID I-IV (Y) targets students in the academic middle–B, C, and even D students—with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential. AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for	I		3 5 . 0 6 1 0 0 1 9	
	II		3 5 . 0 6 2 0 0 1 9	1.0
	III		3 5 . 0 6 3 0 0 1 9	1.0
	IV		3 5 . 0 6 4 0 0 1 9	1.0
				Elective; Application Required (See Ms. Galloway in Rm 2206 or 1114)
				Elective; Questions? Contact Tara.bogozan@cobbk12.org

<p>them, such as Honors and Advanced Placement®. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality.</p>				
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Mathematics

Course Name/Description	Course Number	Credit	Prerequisite
<p>GSE Geometry (Y) is the 2nd course in a sequence of three required high school courses designed to ensure career and college readiness. Units of study include transformations in the coordinate plane, similarity, congruence, & proofs, right triangle trigonometry, circles & volume, geometric & algebraic connections, and applications of probability.</p>	27.0991011	1.0	GSE Algebra I
<p>Honors GSE Geometry (Y) is the 2nd course in a sequence of honors courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career. This course contains all of the standards as the on-level course with a few additional standards and more depth of knowledge. The course is intended for students who completed Algebra 1 in the 8th grade or excelled in Algebra 1 in the 9th grade.</p>	27.0991003	1.0	GSE Algebra I
<p>GSE Algebra II (Y) is the 3rd course in a sequence of three required high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth math course options relevant to their career pursuits. Units of study include quadratics, operations with polynomials, polynomial functions, rational & radical relationships, exponential & logarithms, mathematical modeling, and inferences & conclusions from data.</p>	27.0992011	1.0	GSE Geometry
<p>GSE Honors Algebra II (Y) is the 3rd course in a sequence of honors courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career. This course contains all of the standards as the on-level course with a few additional standards and more depth of knowledge.</p>	27.0992003	1.0	GSE Geometry or Honors Geometry
<p>GSE Pre-Calculus (Y) is a fourth mathematics course designed to prepare students for calculus and other college level mathematics courses. Units of study include intro to trigonometry, trig functions, trigonometry of triangles, trig identities, matrices, conics, vectors, and probability.</p>	27.0974011	1.0	GSE Algebra II

<p>GSE Accelerated Pre-Calculus (Y) is the last course in a sequence of honors/accelerated courses designed to enable students to take higher level mathematics courses including AP Calculus and Multivariable Calculus during their high school careers. Units of study include intro to trigonometry, trig functions, trigonometry of triangles, trig identities, matrices, conics, vectors, inference & conclusions from data, and probability.</p>	27.0977003	1.0	Accelerated Geom B/Alg II or Honors Algebra II
<p>Adv Mathematical Decision Making (Y) is a 4th math course option intended for students attending a 4-yr. university for a non-STEM major. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.</p>	27.0850011	1.0	3 core units of math
<p>AP Statistics (Y) is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Probability is the tool used to anticipate future behavior of data associated with a given model. Statistical inference is the process used to make decisions stemming from observed. This course is designed for students who want to pursue studies/careers in the quantitative/scientific fields</p>	27.0740095	1.0	2 core units of math
<p>AP Calculus AB (Y) is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least one semester of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized.</p>	27.0720095	1.0	Honors/Acc Precalculus
<p>AP Calculus BC (Y) is a course in single-variable calculus that includes all the topics of Calculus B plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series.</p>	27.0730095	1.0	AP Calculus AB

Science

Course Name/Description	Course Number	Credit	Prerequisite
<p>Biology is a required course in which the students will learn and understand biological functions and systems on the cellular, genetic, evolutionary, systematic, and ecological levels. Students will also be able to implement applications of biological processes to everyday situations. This course meets the graduation requirement of 1 unit of biology.</p>	26.0120011	1.0	

<p>Chemistry I (Y) is a study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern day industry and economics. Because of the abstract nature of atoms and molecules there is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis.</p>	4 0 . 0 5 1 0 0 1 1	1.0	Biology
<p>Physics (Y) is a detailed study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics, electricity, and magnetism. Vector mathematics and Algebraic analysis are used.</p>	4 0 . 0 8 1 0 0 1 1	1.0	Biology And Algebra I
<p>Zoology The course gives an introduction to zoology, with particular emphasis on the morphology and systematics of both vertebrates and invertebrates. In addition, the students should acquire basic knowledge in ethology, evolution, and human ecology.</p>	2 6 . 0 7 1 0 0 1 1	1.0	Biology; May be taken as a 4 th science
<p>Astronomy (Y) is the study of the matter and energy beyond the earth's atmosphere and the relationship between the earth and that matter and energy. Topics include the structure and origin of planets and planetesimals, stars, galaxies and galaxy clusters, dark matter, the edge of the universe, and the energy of the universe.</p>	4 0 . 0 2 1 0 0 1 1	1.0	May be taken as a 4 th science
<p>Forensics (Y) 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.</p>	4 0 . 0 9 3 0 0 1 1	1.0	Biology, Physics, and Chemistry; May be taken as a 4 th science
<p>Honors Biology is a required course in which the students will learn and understand biological functions and systems on the cellular, genetic, evolutionary, systematic, and ecological levels. Students will also be able to implement applications of biological processes to everyday situations. This course meets the graduation requirement of 1 unit of biology.</p>	2 6 . 0 1 2 0 0 0 3	1.0	1 unit of Science
<p>Honors Chemistry I (Y) is an accelerated introduction to the study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern day industry and</p>	4 0 . 0 5 1 0 0 0 3	1.0	Hnrs Biology And Algebra I or

economics. Because of the abstract nature of atoms and molecules there is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis. At the honors level there is a significant amount of mathematics.			Biology & Teacher Rec.
Honors Physics (Y) is an accelerated, in-depth study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics and electricity and magnetism. Vector mathematics and Algebraic analysis are used extensively.	4 0 . 0 8 1 0 0 0 3	1.0	Hnrs Chem and 1 unit of Algebra & Geometry
Honors Human Anatomy (Y) is designed to give the student an accelerated exploration of the structures and functions of the major systems of the human body. It is designed for students interested in pursuing advanced sciences or careers in science, engineering, or medicine.	2 6 . 0 7 3 0 0 0 3	1.0	3 units of Science (must have Biology credit)
AP Environmental Science (Y) is the scientific systematic examination of the interrelationships of the natural world. The student will be able to identify and analyze environmental problems both natural/human-made, to evaluate the relative risks associated with these problems, & to examine alternative solutions for resolving and/or preventing them.	2 6 . 0 6 2 0 0 9 5	1.0	Biology and Chemistry (may take Chemistry in the same semester as AP Env)
AP Chemistry (Y) is designed to be the equivalent of a college introductory chemistry course usually taken by students who have an interest in biological sciences, physical sciences, or engineering. The Advanced Placement Chemistry course expands the knowledge and skills gained during the introductory high school chemistry course. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry.	4 0 . 0 5 3 0 0 9 5	1.0	Honors Chemistry Or Chemistry
AP Biology (Y) is designed to be the equivalent of a college introductory biology course usually taken by biology or other science majors during their first year. The Advanced Placement course in biology differs significantly from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered, laboratory work done by students, and the time and effort required of students. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.	2 6 . 0 1 4 0 0 9 5	1.0	Biology and Chemistry Or Honors Biology and Honors Chemistry
AP Physics I Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational	4 0 . 0 8 3 1 0 9 2	1.0	2 Units of Science INCLUDING

dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.			Physics, Algebra II
Project Lead the Way (PLTW) Biomedical Science PLTW Biomedical Science empowers students to build knowledge and skills in biomedical science, as well as in-demand, transportable skills like problem solving, critical and creative thinking, communication, and collaboration. In this course students will be engaging in activities like dissecting a sheep heart, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person.	40.0930067	1.0	Teacher Rec
Project Lead the Way (PLTW) Human Body Systems students will be engaging in activities like determining the identity of a skeleton using both forensic anthropology and DNA analysis, students examine the interactions of human body systems and apply what they know to solve real-world medical cases.	26.0730067	1.0	PLTW Biomedical Science And Teacher Rec

Social Studies

Course Name/Description	Course Number	Credit	Prerequisite
World History (Y) is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilizations from the time of recorded history to present. Concepts and skills in problem solving and critical thinking are developed.	45.0830011	1.0	None
Honors World History (Y) is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the industrial revolution (5000 B.C. – 1800's) and from the rise of nationalism to contemporary times (1800's – present). Critical thinking and problem solving are stressed. Extensive reading and writing are required.	45.0830003	1.0	None
AP World History (Y) highlights the nature of changes in international frameworks and their causes and consequences, as well as comparison among major societies. The course emphasizes relevant factual knowledge	45.0811095	1.0	H World Geography or

<p>deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human state.</p>			AP Human Geography and Teacher Rec.
<p>U. S. History (Y) is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America’s social, political, and economic evolution from colonization to its current position as a world leader.</p>	4 5 . 0 8 1 0 0 1 1	1.0	None
<p>Honors U. S. History (Y) is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America’s social, political, and economic evolution during the formative years to present. Emphasis on inquiry & analysis of historical situations. Extensive reading/writing are required.</p>	4 5 . 0 8 1 0 0 0 3	1.0	World History
<p>AP U. S. History (Y) The course targets political and social aspects of history, but also includes diplomatic, economic and intellectual history. The course will involve extensive readings, independent study and frequent written analysis to prepare students for the AP examination.</p>	4 5 . 0 8 2 0 0 9 5	1.0	Hrs or AP World History
<p>American Government is a study of the local, state, and federal governmental functions. Citizenship rights and responsibilities are emphasized. Focus areas include development of our political system, federalism, civil liberties, political parties, political theory and comparative government. Study of the functions of our executive, legislative, and judicial branches.</p> <p>Principles of Economics is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary/fiscal policies, & international trade.</p>	4 5 . 0 5 7 0 0 1 0	½	US History
	4 5 . 0 6 1 0 0 1 0	½	
<p>Honors American Govt. is an accelerated and deeper study of the American Government curriculum.</p> <p>Honors Economics is an accelerated and deeper study of the Principles of Economics curriculum</p>	4 5 . 0 5 7 0 0 0 2	½	US History
	4 5 . 0 6 1 0 0 0 2	½	
<p>AP U.S. Government & Politics (Y) conforms to the College Board topics for AP US Government & Politics which is the study of local, state, & federal government functions. Focus areas include the development of the political system, federalism, political parties, & political theory.</p>	4 5 . 0 5 2 0 0 9 5	1.0	Hrs or AP US History

<p>AP Macroeconomics (Y) conforms to College Board topics for the AP Macroeconomics Examination. Covers basic economic concepts, measurement and economic performance, national income and price determination and international economics and growth.</p>	4 5 . 0 6 2 0 0 9 5	1.0	Hrs or AP US History
<p>Sociology (Y) Sociology is a study of human society and social behavior. The purpose of the course is to provide students with a basic understanding of how humanity is shaped largely by the groups to which people belong and by the social interaction that take place within those groups. Societal problems in the United States will also be discussed.</p>	4 5 . 0 3 1 0 0 9 9	1.0	1 unit of Social Studies
<p>Psychology (Y) gives a general overview of the principles and concepts of psychology, including learning theory, perception, intellectual, and social development, abnormal behavior, and interpersonal relationships. The purpose of this course is to provide students with a better understanding of the dynamics that shape our own behaviors as well as the behaviors of others.</p>	4 5 . 0 1 5 0 0 9 9	1.0	2 units of Social Studies
<p>AP Psychology (Y) is a college level survey course with study in Learning Theory, Abnormal Behavior, and Social Psychology. Extensive reading, writing, and statistical analysis are required by students.</p>	4 5 . 0 1 6 0 0 9 5	1.0	2 units of Social Studies
<p>AP European History (Y) AP European History provides students with knowledge of the basic chronology of major events and trends in Europe from 1450 to the present. The course is designed to help students develop an understanding of the principal themes in modern European history. Advanced writing skills are required since students must analyze historical evidence and express historical understanding to prepare for the AP examination.</p>	4 5 . 0 8 4 0 0 9 5	1.0	2 units of Social Studies
<p>AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Examines methods and tools geographers use in their science and practice. Follows the Advanced Placement Geography Curriculum.</p>	4 5 . 0 7 7 0 0 9 2	1.0	1 unit of Social Studies

World Languages

Course Name/Description	Course Number	Credit	Prerequisite
<p>German I (Y) an introduction to the language and culture of Germany and other German-speaking countries and will enable the student to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.</p>	6 1 . 0 1 1 0 0 1 1	1.0	None
<p>German II (Y) is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the German-speaking world.</p>	6 1 . 0 1 2 0 0 1 1	1.0	German I
<p>Honors German III (Y) is designed to further develop the student's communication skills and cultural appreciation of the German-speaking world. The student will be able to participate in a variety of oral and written activities.</p>	6 1 . 0 1 3 0 0 0 3	1.0	German II and Teacher Rec.
<p>Honors German IV (Y) is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the German-speaking world.</p>	6 1 . 0 1 4 0 0 0 3	1.0	Honors German III and Teacher Rec.
<p>Spanish I (Y) is an introduction to the language and culture of Spain and other Spanish-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.</p>	6 0 . 0 7 1 0 0 1 1	1.0	None
<p>Spanish II (Y) is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary/grammatical structures necessary for limited personal communication and an appreciation of diversity in the Spanish-speaking world.</p>	6 0 . 0 7 2 0 0 1 1	1.0	Spanish I
<p>Honors Spanish II (Y) is designed for the student who has demonstrated superior facility in foreign language and offers a variety of opportunities for enrichment and oral work. The goal for certain grammatical functions will be full control rather than partial control.</p>	6 0 . 0 7 2 0 0 0 3	1.0	Spanish I and Teacher Rec.
<p>Honors Spanish III (Y) is designed to further develop a student's communication skills and cultural appreciation of the Spanish-speaking world. The student will be able to participate in a variety of oral and written activities.</p>	6 0 . 0 7 3 0 0 0 3	1.0	Spanish II and Teacher Rec.
<p>Honors Spanish IV (Y) is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the Spanish-speaking world.</p>	6 0 . 0 7 4 0 0 0 3	1.0	Honors Spanish III and Teacher Rec.

AP Spanish Language (Y) is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing.	6 0 . 0 7 7 0 0 9 5	1.0	Hnrs Span V and Teacher Rec.
Latin I (Y) is an introduction to the language and civilization of the Romans. The course is designed to develop a knowledge base composed of vocabulary, grammar, translation, derivatives, mottoes, abbreviations, quotations, life in ancient Rome and mythology.	6 1 . 0 4 1 0 0 1 1	1.0	None
Latin II (Y) is designed to develop reading comprehension of texts written in Latin. The course will provide additional study of grammar, vocabulary, translation, derivatives, mythology, and Roman civilization.	6 1 . 0 4 2 0 0 1 1	1.0	Latin I
Honors Latin III (Y) is designed to provide the student with the opportunity to understand works of classical authors with emphasis on prose selections. Additionally, the student will study grammar, prepare translations, and study the culture and history corresponding to the period in which the literary selections were written.	6 1 . 0 4 3 0 0 0 3	1.0	Latin II and Teacher Rec.
Honors Latin IV (Y) is designed to provide the student with the opportunity to understand the works of classical authors with primary emphasis on epic poetry selections. Course work will include transitional readings, grammar review, a study of the mechanics of Latin poetry, and translations from the Roman author Vergil.	6 1 . 0 4 4 0 0 0 3	1.0	Hnrs Latin III and Teacher Rec.

Visual Arts

Course Name/Description	Course Number	Credit	Prerequisite
Visual Arts: Comprehensive (Y) introduces art history, criticism, aesthetic judgment & studio production to the beginning art student. Emphasizes the ability to understand & use the elements of art & principles of design through a variety of media processes both 2-D and 3-D. A chronological study of the history of art and criticism accompanies the studio experiences.	5 0 . 0 2 1 1 0 9 9	1.0	None (grades 9-11 only)
Drawing & Painting I (Y) introduces drawing & painting techniques and a variety of drawing & painting media. Emphasizes development of drawing & painting skills and utilizes problem solving skills to achieve desired results.	5 0 . 0 3 1 3 0 9 9	1.0	Visual Art: Comp
Drawing & Painting II (Y) introduces advanced drawing & painting techniques and focuses on individual expression. Problem solving skills are challenged to achieve mastery of techniques and materials.	5 0 . 0 3 1 4 0 9 9	1.0	Draw/Paint I

<p>Painting I (Y) explores a variety of techniques and a wide range of painting media. An emphasis is placed on developing basic painting skills and examining problem solving through color theory and composition.</p>	5 0 . 0 3 2 1 0 9 9	1.0	Visual Art: Comp
<p>Painting II (Y) introduces advanced painting techniques and a wide range of painting media. Personal expression is encouraged and exhibition of presentation opportunities are promoted.</p>	5 0 . 0 3 2 2 0 9 9	1.0	Painting I
<p>Ceramics/Pottery I (Y) introduces the characteristics of clay and design using various techniques of construction & surface treatments. Studio processes are emphasized and students are involved in firing & presenting clay.</p>	5 0 . 0 4 1 1 0 9 9	1.0	Visual Art: Comp
<p>Ceramics/Pottery II (Y) enhances skills learned in the level 1 course and provides additional opportunities for various clay techniques in hand building and wheel throwing. Evaluation and aesthetic judgment of student work is emphasized and personal expression in clay is encouraged.</p>	5 0 . 0 4 1 2 0 9 9	1.0	Ceramics/ Pottery I
<p>AP Studio Art: Drawing (Y) conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality, breadth and concentration of an idea or concept. Emphasizes experiences using different drawing media and approaches. This course provides students with college-level studio experiences and encourages self-expression.</p>	5 0 . 0 8 1 1 0 9 5	1.0	Teacher Rec.
<p>AP Studio Art: 2-D Design (Y) conforms to College Board topics for the Advanced Placement Studio Art 2-D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality, breadth and concentration of a concept or idea. Emphasizes experiences in 2-D Design art production which might include (but not limited to) photography, printmaking and computer generated work. This course provides students with college-level studio experiences and encourages self-expression.</p>	5 0 . 0 8 1 3 0 9 5	1.0	Teacher Rec.
<p>AP Studio Art: 3-D Design (Y) conforms to College Board topics for the Advanced Placement Studio Art 3-D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality, breadth and concentration of an idea or concept. Emphasizes experiences using different 3-D design, media and approaches. This course provides the students with college level studio experiences and encourages self expression.</p>	5 0 . 0 8 1 4 0 9 5	1.0	Teacher Rec.

Music

Course Name/Description	Course Number	Credit	Prerequisite
<p>Band I & II are band performance classes that focus on the basic fundamentals of tone production, music reading, and performance. There is also focus on the technical development of the specific instrument and on the development of the combined ensemble. Students are placed in the appropriate level band by audition.</p>	<p>Levels include: Intermediate Advanced Mastery</p>	2.0	Audition
<p>Advanced Mixed Chorus (Levels 1-4) provides advanced-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.</p>	<p>5 4 . 0 2 3 1 0 9 9 5 4 . 0 2 3 2 0 9 9 5 4 . 0 2 3 3 0 9 9 5 4 . 0 2 3 4 0 9 9</p>	2.0	Boys 9-12 Girls 10-12
<p>Mastery Women's Chorus Levels (1-4) provides opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.</p>	<p>5 4 . 0 2 6 5 0 9 9 5 4 . 0 2 6 6 0 9 9 5 4 . 0 2 6 7 0 9 9 5 4 . 0 2 6 8 0 9 9</p>	2.0	Girls 10-12
<p>Orchestra I & II are the entry level orchestra performance classes that focus on the basic fundamentals of tone production, music reading, and performance. The classes focus on the technical development of the string instrument and on the development of the combined ensemble. Students are placed in the appropriate level orchestra by audition.</p>	<p>Levels include: Intermediate Advanced Mastery</p>	2.0	Audition
<p>AP Music Theory (Y) conforms to College Board topics for the Advanced Placement Music Theory Examination. This course will require students to read, notate, and compose music, as well as, develop skills in harmonization, techniques of modulation, key relationships, and notational skills.</p>	<p>5 3 . 0 2 3 0 0 9 5</p>	1.0	Dept. Rec.

Theatre Arts

Course Name/Description	Course Number	Credit	Prerequisite
Theatre Fundamentals I (Y) serves as prerequisite for other theatre/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.	5 2 . 0 2 1 0 0 9 9	1.0	9 th grade only
Theatre Fundamentals II (Y) enhances level-one skills.	5 2 . 0 2 2 0 0 9 9	1.0	Theat Fund I OR 10 th -12 th grades 1 st time
Theatre Fundamentals III (Y) enhances level-two skills.	5 2 . 0 2 3 0 0 9 9	1.0	2 units of Theatre
Theatre Fundamentals IV (Y) enhances level-three skills.	5 2 . 0 2 4 0 0 9 9	1.0	3 units of Theatre
Advanced Drama I (Y) introduces or enhances acting and theatre as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication. Enhances vocal technique and specific patterns for better verbal communication.	5 2 . 0 5 1 0 0 9 9	1.0	4 units of Theatre
Advanced Drama II (Y) introduces or enhances acting and theatre as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication. Enhances vocal technique and specific patterns for better verbal communication.	5 2 . 0 5 2 0 0 9 9	1.0	5 units of Theatre
Advanced Drama III (Y) enhances level-two skills.	5 2 . 0 5 2 3 0 9 9	1.0	6 units of Theatre
Advanced Drama IV (Y) enhances level-three skills.	5 2 . 0 5 2 4 0 9 9	1.0	7 units of Theatre
Technical Theatre (Semester 1) (Y) introduces and develops the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.	5 2 . 0 4 1 0 0 9 9 5 2 . 0 4 3 0 0 9 9	1.0	None
Technical Theatre (Semester 2) (Y) introduces and develops the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.	5 2 . 0 4 2 0 0 9 9 5 2 . 0 4 4 0 0 9 9	1.0	Fall semester Technical Theatre
Theatre Technology (Semester 1) (Y) emphasizes theater operation, production management, scenic design, and theatrical management including lighting, sound, stage and	5 2 . 0 4 5 0 0 9 9 5 2 . 0 4 7 0 0 9 9	1.0	4 units of Technical Theatre

house management, building and equipment maintenance, and working with performers and patrons of the arts.			
Theatre Technology (Semester 2) (Y) emphasizes practical use of the equipment and operation of the theater including use of lighting and sound equipment, stage and house management, building and equipment maintenance and working with performers and patrons of the arts.	5 2 . 0 4 6 0 0 9 9 5 2 . 0 4 8 0 0 9 9	1.0	4 units of Technical Theatre and Fall semester of Theatre Technology

Career And Technical Education

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

Georgia's 17 Career Clusters:

Agriculture, Food & Natural Resources
 Architecture & Construction
 Arts, Audio/Video Tech, & Communications*
 Business Management & Administration
 Education and Training
 Energy
 Finance
 Government & Public Administration
 Health Science

Hospitality & Tourism*
 Human Services
 Information Technology
 Law, Public Safety, Corrections & Security
 Manufacturing
 Marketing*
 Science, Technology, Engineering & Math*
 Transportation, Distribution & Logistics

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

Architecture & Construction and S.T.E.M

Architectural Drawing & Design

Engineering Drafting & Design

Course Name/Description	Course Number	Credit	Prerequisite
Intro to Drafting & Design is the foundational course for both the Architectural Drawing & Design pathway and the Engineering Drafting & Design pathway. Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. Pathway Courses: 1. Intro to Drafting & Design	4 8 . 5 4 1 0 0 9 9	1.0	None

2. Architectural Drawing & Design I 3. Architectural Drawing & Design II Or: 1. Intro to Drafting & Design 2. Survey of Engineering Graphics 3. 3-D Modeling and Analysis			
Architectural Drawing & Design I (Y) is the 2 nd course in the Architectural Draw & Design pathway. The course introduces students to the basic terminology, concepts, and principles of Architectural Design. Emphasis is placed on house designs, floor plans, roof designs, elevations sections and details and foundations.	4 8 . 5 4 5 0 0 9 9	1.0	Intro to Drafting and Design
Architectural Drawing/Design II (Y) is the 3 rd course in the Architectural Draw & Design pathway. The course builds on the skills developed in the prerequisite course. Emphasis is placed on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations.	4 8 . 5 4 6 0 0 9 9	1.0	Architectural Drawing and Design I
Survey of Engineering Graphics (Y) is the 2 nd course in the Engineering Drafting & Design pathway. The course is designed to build student skills and knowledge in the field of engineering graphics/ technical drafting. The course focus includes employability skills, career opportunities, applied math, working drawings that include sectional, auxiliary, detail and pictorial views, and pattern developments.	4 8 . 5 4 2 0 0 9 9	1.0	Intro to Drafting and Design
3-D Modeling and Analysis (Y) is the 3 rd course in the Engineering Drafting & Design pathway. Reverse engineering strategies are recommended for third level working drawings. Computer-aided design (CAD) is recommended for use extensively with each standard in the course. Focus is on employability strategies, career studies, applied math, fasteners, working drawings, and assembly drawings.	4 8 . 5 4 3 0 0 9 9	1.0	Survey of Engineering Graphics
Project Lead the Way (PLTW) Introduction to Engineering Design Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.	2 1 . 4 2 5 0 0 6 7	1.0	
PLTW Principles of Engineering Students explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation, and then they apply what they know to take on challenges like designing a self-powered car.	2 1 . 4 7 1 0 0 6 7	1.0	PLTW Intro to Engineering Design

Arts, Audio/Video Technology, & Communications

Audio & Video Technology and Film

Course Name/Description	Course Number	Credit	Prerequisite
<p>Audio & Video Technology and Film I (Y) prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics.</p> <p>Pathway Courses: 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III</p>	10.5181099	1.0	None
<p>Audio & Video Technology and Film II (Y) is the 2nd course in the Audio & Video Tech pathway. This course will prepare students for a career in Audio Video Technology and Film production and/or transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics.</p>	10.5191099	1.0	Audio and Video Technology and Film I
<p>Audio & Video Tech and Film III (Y) is the 3rd course in the Audio & Video Tech pathway. The course enhances level-two skills and provides entry-level occupational skills. It is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production.</p>	10.5201099	1.0	Audio & Video Tech II And Teacher Rec.
<p>Broadcast/Video Prod Applications IV(Y) is designed to assist students in mastering skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate.</p>	10.5141099	1.0	Audio & Video Tech III And Teacher Rec.
<p>Broadcast/Video Production Lab (Y) This course is laboratory based and allows the student to further develop skills and competencies learned in earlier courses. Emphasis is on performing at an independent level of proficiency and refine building a digital portfolio of his/her work for college entrance or industry placement. Topics of this laboratory based course include specialization selection, production, career portfolio, communication skills, and professional ethics.</p>	10.5151099	1.0	Broadcast/Vid IV And Teacher Rec.
<p>Broadcast/Video Production Research (Y) Production Research is an advanced course in broadcast producing and directing and is intended to provide great challenge and sense of accomplishment. The course is intended to prepare the student to thoroughly design and successfully execute a series of advanced broadcasting productions. This course</p>	10.5161099	1.0	Broadcast/Vid Prod Lab And Teacher Rec.

stimulates the student to explore the potentials of the medium and to discover those materials, instruments, and techniques that are unique to the broadcasting medium. It will also prepare the students to become media researchers, artists, and professionals. In a sense, the emphasis is on the creative aspect of broadcasting communication.			
Broadcast/Video Prod Management (Y) This course is designed to allow students to experience the workplace through management opportunities. Throughout the management course, the student will gain interpersonal skills, demonstrate work ethics, and work with various broadcasting processes related to the field of broadcast/video production.	1 0 . 5 1 7 1 0 9 9	1.0	Broadcast/Vid Prod Research And Teacher Rec.

Graphic Design and Communication

Course Name/Description	Course Number	Credit	Prerequisite
Intro to Graphics & Design (Y) is designed as the foundational course for both the Graphics Communication and Graphics Design pathways. This course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. Pathway Courses: 1. Intro to Graphics & Design 2. Graphic Design & Production 3. Adv Graphic Design or 3. Adv Graphic Output Proc	4 8 . 5 6 1 0 0 9 9	1.0	None
Graphic Design & Production (Y) is the second course in the Graphics Communication and Graphics Design Pathways. This course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications.	4 8 . 5 6 2 0 0 9 9	1.0	Intro to Graphics & Design
Advanced Graphic Design (Y) is the final course in the Graphics Design pathway. Students will continue to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing.	4 8 . 5 2 8 0 0 9 9	1.0	Graphic Design & Production
Advanced Graphic Output Processes (Y) is the final course in the Graphics Communication pathway. Students will gain more advanced levels of experience to complete the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding.	4 8 . 5 7 0 0 0 9 9	1.0	Graphic Design & Production

Students will continue to accumulate work samples that will constitute their personal portfolio.			
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Government & Public Administration JROTC Navy

Course Name/Description	Course Number	Credit	Prerequisite
JROTC Navy (NS1) – Cadet Field Manual includes the study of naval heritage, organization, sea power and naval history from colonial times to the 1850's, the study of naval ship missions & organization, an introduction to navigation and maritime geography, basic seamanship, military drill w/rifles, & physical development.	28.0210099 (Cadets are encouraged to choose both NS1 courses so that they are enrolled in JROTC both semesters.)	1.0	None
JROTC Navy (NS1) – Intro to NJROTC includes the study of nautical plotting, rules and regulations, and aids to navigation, as well as the study of American maritime history from 1860 to the end of World War I. Other topics include naval career planning, leadership development, oceanography, physical development, military drills, health and first aid, physical fitness, and military ceremonies.	28.0220099 (Cadets are encouraged to choose both NS1 courses so that they are enrolled in JROTC both semesters.)	1.0	None
JROTC Navy (NS3) – Naval Knowledge further the foundation in citizenship and leadership established in Naval Science One and Two and expounds upon the virtues of the United States citizenship with knowledge of uses of the world's waterways through the viewpoint of National power and International law.	28.0250099 (Cadets are encouraged to choose both NS2 courses so that they are enrolled in JROTC both semesters.)	1.0	NS1
JROTC Navy (NS3) – Naval Orientation and Skills further the foundation in citizenship and leadership established in Naval Science One and Two and provides classroom and practical application in Naval and Ship Organization.	28.0260099 (Cadets are encouraged to choose both NS2 courses so that they are enrolled in JROTC both semesters.)	1.0	NS1
JROTC Navy (NS4) – Naval Leadership & Ethics takes a more in-depth look at what leadership is and enables students to maximize leadership abilities. Students will gain the polish necessary to be a truly effective leader in the NJROTC unit, school, community, as well as in life.	28.0270099 (Cadets are encouraged to choose both NS4 courses so that they are enrolled in JROTC both semesters.)	1.0	Teacher Rec.
JROTC Navy (NS4) – Effective Communications teaches the students the techniques of effective communication, one of the most important skills that a good leader must develop in order to be successful.	28.0280099 (Cadets are encouraged to choose both NS4 courses so that they are enrolled in JROTC both semesters.)	1.0	Teacher Rec.

Hospitality & Tourism

Culinary Arts

Course Name/Description	Course Number	Credit	Prerequisite
<p>Intro to Culinary Arts (Y) is designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work.</p> <p>Pathway Courses: 1. Intro to Culinary Arts 2. Culinary Arts I 3. Culinary Arts II</p>	20.5310099	1.0	None
<p>Culinary Arts I (Y) is the 2nd course in the Culinary Arts Career Pathway. Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.</p>	20.5321099	1.0	Intro to Culinary Arts
<p>Culinary Arts II (Y) is the 3rd course in the Culinary Arts Pathway. Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual.</p>	20.5331099	1.0	Culinary Arts I & Teacher Rec.

Marketing

Marketing and Management

Course Name/Description	Course Number	Credit	Prerequisite
<p>Marketing Principles (Y) is the foundational course for the Sports Marketing pathway. The course addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, and Global Marketing strategies.</p> <p>Pathway Courses: 1. Marketing Principles 2. Marketing & Entrepreneurship 3. Marketing Management</p>	08.4740099	1.0	None
<p>Marketing & Entrepreneurship is the second course in the Marketing and Management Career Pathway. Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful.</p>	08.4410099	1.0	Marketing Principles

<p>Marketing Management Marketing Management is the third course in the Marketing and Management pathway. Students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries.</p>	08.4420099	1.0	Marketing & Entrepreneurship & Teacher Rec.
<p>E-Marketing covers all functions of marketing from the standpoint of conducting business on the Internet. Students develop skills in using the Internet as a marketing tool, conducting a marketing analysis via the Internet, planning marketing support activities, managing an Internet marketing campaign, managing/owning a business via the Internet, and analyzing the impact of the Internet on global marketing.</p>	08.4790099	1.0	Marketing Mgmt. & Teacher Rec.
<p>Marketing Research In this course, high school students will gain an understanding of marketing research and the role it plays in the field of marketing. By using primary and secondary research, the students will learn the value of knowing the customer and be able to identify a viable target market. Through the exploration of survey techniques, students will be aware of different methods of discovering information that is beneficial to the successful implementation of a marketing plan.</p>	08.4800099	1.0	E-Marketing & Teacher Rec
<p>Promotion and Professional Sales Promotion and Professional Sales is the second course in the Marketing Communications and Promotions pathway. This course focuses on the performance of key responsibilities required in a retail environment. Students develop skills in pricing, visual merchandising, advertising, special promotions, professional sales, and customer service.</p>	08.4510099	1.0	Marketing Research & Teacher Rec

Work-Based Learning Program

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

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

<p>Internship I & II (Y) is a course that enables students to participate in a mentor-supervised, on-the-job training experience for career awareness and exploration. Students select a specific career field or industry's entry-level</p>	<p>Semester 1 70.4210099</p>	1.0 1.0	<p>11th & 12th Grade Only See Mr. Chasteen in Room 1406 for</p>
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job in which to participate. The Work-based Programs Teacher-Coordinator visits the job mentor to assess student performance and supervises the student in job skill development. The student maintains a portfolio containing records of weekly hours on the job, completed participation forms, and other required materials. Student may be placed in a paid or non-paid, mentor-supervised, on-the-job training experience.	Semester 2 7 0 . 4 2 2 0 0 9 9	requirements, application, and course labels.
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Note: If a student loses gainful employment, cannot find a suitable internship placement, or loses transportation and requests to drop work-based learning after the 10th day of the semester, the course will be recorded on the transcript with a grade of 10, and that failing grade will impact the student's cumulative GPA.

Health/PE

Course Name/Description	Course Number	Credit	Prerequisite
<p>Health 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. (Graduation Requirement)</p>	1 7 . 0 1 1 0 0 9 8	0.5	None
<p>Personal Fitness is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course will emphasize successful strategies for maintaining good cardiovascular endurance, flexibility, muscular strength, muscular endurance and body composition. It will follow a conceptual approach dealing with the following topics: the nature of fitness, assessing individual fitness, developing and maintaining a life-long fitness program, and developing an appreciation for efficient movement by viewing it as both an art and a science. Fitness progress and assessments will be made utilizing POLAR Heart Rate Monitor technology to determine cardiovascular fitness levels and their relation to the individuals target heart rate zone. (Graduation Requirement)</p>	3 6 . 0 5 1 0 0 9 8	0.5	None
<p>Intro to Team Sports is designed to introduce students to three different team sports, with no one sport less than 4 weeks or longer than 8 weeks. Those from which the selection is made include the following: basketball, gym hockey, soccer, speedball, flag football, ultimate Frisbee, team handball, softball, and volleyball. Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.</p>	3 6 . 0 2 1 0 0 9 9	1.0	10 th Grade

<p>Intermediate Team Sports is designed to enhance students skills and strategies to three different team sports, with no one sport less than 4 weeks or longer than 8 weeks. Those from which the selection is made include the following: basketball, gym hockey, soccer, speedball, flag football, ultimate Frisbee, team handball, softball, and volleyball. Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.</p>	3 6 . 0 3 1 0 0 9 9	1.0	11 th Grade
<p>Advanced Team Sports is designed to enhance students skills and strategies to three different team sports, with no one sport less than 4 weeks or longer than 8 weeks. Those from which the selection is made include the following: basketball, gym hockey, soccer, speedball, flag football, ultimate Frisbee, team handball, softball, and volleyball. Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.</p>	3 6 . 0 4 1 0 0 9 9	1.0	12 th Grade
<p>Weight Training (Y) is designed to introduce students to a weight-training program that will promote over-all body fitness. The student will be exposed to different types of weight equipment and methods of training with weights. The student will also gain knowledge of the different types of exercises, correct techniques of executing the various exercises, proper breathing, and the safety factors involved in spotting.</p>	3 6 . 0 5 4 0 0 9 9	1.0	10 th -12 th
<p>Exercise and Weight Control designed to provide safe, effective and physiologically sound ways to manage weight, alter metabolism and body composition. Information necessary to be a wise consumer of products and programs is included, as well as fitness concepts for the development of healthy lifetime habits.</p>	3 6 . 0 5 5 0 0 9 9	1.0	10 th – 12 th
<p>Advanced Weight Training (Y) is designed to build on the principles and concepts taught in Weight Training to promote over-all body fitness.</p>	3 6 . 0 6 4 0 0 9 9	1.0	10 th -12 th
<p>Body Sculpting (Y) is designed to redefine the shape of the body through specific exercises in order to attain desired body image through weight training, conditioning exercises and proper nutrition. This course offers students the knowledge and skills necessary to reach their physical goal and improve their appearance and self-concept without relying on the illegal use of steroids and other body building supplements and without engaging in risky behaviors such as fad diets, pills, etc.</p>	3 6 . 0 5 6 0 0 9 9	1.0	Dept. Rec Athletes Only

Advanced Physical Conditioning (Y) provides opportunities for students to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits and assessment of personal fitness levels.	3 6 . 0 6 2 0 0 9 9	1.0	Dept. Rec Athletes Only
Advanced Exercise And Weight Control provides self-management and adherence strategies to continue weight control through a safe and effective exercise program.	3 6 . 0 6 5 0 0 9 9	1.0	Dept. Rec. Athletes Only
Physical Conditioning (Y) provides opportunities for students to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits and assessment of personal fitness levels.	3 6 . 0 5 2 0 0 9 9	1.0	Dept. Rec (Football Fall)
Advanced Body Sculpting (Y) is designed to build on the principles and concepts taught in Body Sculpting to attain desired body image.	3 6 . 0 6 6 0 0 9 9	1.0	Dept. Rec (Football Spring)

Miscellaneous

Course Name/Description	Course Number	Credit	Prerequisite
Mentorship This class enables students to serve as an administrative aide in a school office environment during one period of the daily schedule. Application Required-get application and course labels from Ms. Mock's office.	Mentorship I 3 5 . 0 6 5 0 0 5 7 Mentorship II 3 5 . 0 6 6 0 0 5 7	1.0 1.0	11 th & 12 th grade only
Minimum Day Seniors who are on-track to graduate may choose to reduce their schedule by one (1) class per semester. Seniors have the option of Minimum Morning (no 1 st block class) or Minimum Afternoon (no 4 th block class) each semester. *Students may not be on campus during their minimum day block! *Seniors may not have Minimum Day, Mentorship, or Work-Based Learning in the same Semester. Application Required-get application and course labels from the counseling office.	Minimum Morning – Semester 1 0 0 . 0 0 0 1 7 0 0 Minimum Morning – Semester 2 0 0 . 0 0 0 3 2 0 0 Minimum Afternoon – Semester 1 0 0 . 1 2 1 2 0 0 0 Minimum Afternoon – Semester 2 0 0 . 1 2 1 3 0 0 0	No Credit	12 th Grade Only

OTHER

CVA, GaVS, Dual Enrollment, December Graduates

<p>Online Courses (CVA & GaVS) Students may elect to take one or more classes online through Cobb Virtual Academy (CVA) or, for classes not offered by CVA, through Georgia Virtual School (GaVS). Online classes are not “easier” than face-to-face classes but provide the flexibility to complete course work when it is convenient or outside the school day. Plan to spend 1.5 – 3 hours per day on each online class. “Online Course” Contract Required-get contract and course labels from the counseling office.</p>	<p style="text-align: center;">CVA 0.5 Credit 0 0 . 0 0 0 5 0 9 8 CVA 1.0 Credit 0 0 . 0 0 0 5 0 9 9</p>	<p style="text-align: center;">0.5 1.0</p>	<p style="text-align: center;">Contract Required</p>
<p>December Grads Seniors may request to graduate in December provided they can complete all remaining graduation requirements during semester 1. December graduates may still participate in graduation ceremonies in May if they choose. Application Required-get application and course labels from the counseling office.</p>	<p style="text-align: center;">0 0 . 0 0 0 5 0 5 0</p>		<p style="text-align: center;">12th Grade Only</p>
<p>Dual Enrollment (Move On When Ready) Students planning to take dual enrollment courses at a local college must complete the college application process prior to the colleges’ deadlines. See your counselor for Dual Enrollment paperwork and course placeholder labels.</p>			

