

CARLTON J. KELL HIGH SCHOOL
COURSE GUIDE
2013-2014

TABLE OF CONTENTS

<u>Subject</u>	<u>Page</u>
I. Core Courses & Academic Electives.....	3 - 26
1) Language Arts Courses.....	3 - 8
2) Mathematics Courses.....	9 - 15
3) Science Courses.....	16 - 18
4) Social Studies Courses.....	19 - 21
II. Elective Courses	22 - 39
1) Academic Electives	
Social Studies	23
Modern Languages.....	23 - 25
2) Music & Fine Arts Electives	
Music.....	26 - 27
Theatre Arts.....	27 - 28
Visual Arts	28 - 29
3) Career Pathways Offered.....	30
Government and Protective Services Pathway	31
Marketing Pathway.....	31 - 32
Engineering and Architecture Pathway.....	32 - 33
Family and Consumer Science Career Pathway	33
Graphic Design Pathway.....	33 - 34
Broadcast/Video Production Pathway	34
Naval Career Pathway.....	34 - 35
4) Physical Education Electives.....	36 - 37
5) Miscellaneous Electives	38 - 39

LANGUAGE ARTS COURSES

All students MUST have FOUR credits of English for graduation including the following courses: 9th Literature and American Literature.

COURSE NAME	COURSE NUMBER	COURSE DESCRIPTION	PREREQUISITES	GRADE	QUALITY POINTS
9 th Literature	<p><u>A Courses</u> 23.0610004 (Honors) 23.0610008 (On-level) 23.9610012 (Co-teaching/ Collaboration) 23.8610008 (Small Group) 23.0610096 (ESOL)</p> <p><u>B Courses</u> 23.0610005 (Honors) 23.0610009 (On-level) 23.9610013 (Co- teaching/ Collaboration) 23.8610009 (Small Group) 23.0610097 (ESOL)</p> <p><u>EOCT COURSE</u></p>	<p><u>Ninth Grade Lit/Comp A & B Honors</u> is an accelerated college prep course designed for the student who has a serious interest in the interpretation of literature. (Reference the course description for Ninth Grade Lit/Comp below.).</p> <p><u>Ninth Grade Lit/Comp A & B</u> is an on-level college prep class which focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, 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. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS.</p> <p><u>Ninth Grade Lit/Comp A & B (Co-teaching/Collaboration Team)</u> has the same content as Ninth Grade Lit/Comp. This class is co-taught by a special education teacher to provide required accommodations and specialized instruction for students with disabilities in a general education class.</p> <p><u>Ninth Grade Lit/Comp A & B (Special Education/Small Group)</u> has the same content as Ninth Grade Lit/Comp. This class is taught by a teacher who is highly qualified in both English and special education to provide required accommodations and specialized instruction for students with disabilities in a small group class.</p> <p><u>Ninth Grade Lit/Comp A & B (ESOL)</u> contains the same GPS standards as Ninth Grade Lit/Comp. Adaptations in presentation are made to accommodate the needs of ESOL students. (Teacher must be ESOL Certified/Endorsed.)</p>	<p>Small Group and Co-taught require IEP</p> <p>ESOL Program Placement Required</p>	9 th	
World Literature	<p><u>A Courses</u> 23.0630000 (Honors)</p>	<p><u>World Lit/Comp A & B Honors</u> is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. Reference the</p>	1 unit English Credit	10-12	Honors-.5 (A and

	<p>23.0630008 23.9630012 (Co-teaching/ Collaboration) 23.8630008 (Small Group) 23.0630096 (ESOL)</p> <p><u>B Courses</u> 23.0630001 (Honors) 23.0630009 23.9630013 (Co-teaching/ Collaboration) 23.8630009 (Small Group) 23.0630097 (ESOL)</p>	<p>course of World Literature/ Composition below.</p> <p><u>World Lit/Comp A & B</u> is a college prep course which surveys the earliest literature of the world’s cultures through the present day. 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. Depending on which grade level this course is taught, the teacher will follow strands from the Georgia Performance Standards for that grade level for composition, conventions, and listening, speaking, and viewing.</p> <p><u>World Lit/Comp A & B (Co-teaching/Collaboration)</u> has the same content as World Lit/Comp. This course is co-taught by a special education teacher to provide required accommodations and specialized instruction for students with disabilities in a general education class.</p> <p><u>World Literature/Composition A & B (Special Education/Small Group)</u> has the same content as World Lit/Comp. This class is taught by a teacher who is highly qualified in both English and special education to provide required accommodations and specialized instruction for students with disabilities in a small group class</p> <p><u>World Lit/Comp A & B (ESOL)</u> contains the same GPS standards as regular World Lit/Comp. Adaptations in presentation are made to accommodate the needs of the ESOL students. (Teacher must be ESOL Certified/Endorsed.)</p>	<p>Small Group and Co-taught require IEP</p> <p>ESOL Program Placement Required</p>		B)
American Literature	<p><u>A Courses</u> 23.0510000 (Honors) 23.0510008 23.9510012 (Co-teaching/ Collaboration) 23.8510008 (Small Group) 23.0510096 (ESOL)</p> <p><u>B Courses</u> 23.0510001 (Honors)</p>	<p><u>American Literature/Composition A & B Honors</u> is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. Reference the course description for American Literature/Composition below.</p> <p><u>American Literature/Composition A & B</u> is a college prep class which surveys American works and authors. This course focuses on 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</p>	1 to 2 Units English Credit Depending on local school sequence	11 th	Honors-.5 (A and B)

	<p>23.0510009 23.9510013 (Co-teaching/ Collaboration) 23.8510009 (Small Group) 23.0510097 (ESOL)</p> <p><u>EOCT COURSE</u></p>	<p>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. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS.</p> <p><u>American Literature/Composition A & B (Co-teaching/Collaboration)</u> has the same content as American Lit/Comp. This class is co-taught by a special education teacher to provide required accommodations and specialized instruction for students with disabilities in a general education class.</p> <p><u>American Literature/Composition A & B (Special Education/Small Group)</u> has the same content as American Lit/Comp. This class is taught by a teacher who is highly qualified in both English and special education to provide required accommodations and specialized instruction for students with disabilities in a small group class.</p> <p><u>American Literature/Composition A & B (ESOL)</u> contains the same GPS standards as regular American Lit/Comp. Adaptations in presentation are made to accommodate the needs of the ESOL students. (Teacher must be ESOL Certified/Endorsed.)</p>	<p>Small Group and Co-taught require IEP</p> <p>ESOL Program Placement Required</p>		
<p>AP Language/ Composition (American Literature/ Composition)</p>	<p>23.0530092 (A) 23.0530093 (B)</p> <p><u>EOCT COURSE</u></p>	<p><u>Advanced Placement Language/Composition (American Literature/Composition)</u> 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 affect 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 from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding</p>	<p>1 unit of 9th Lit./Comp. and 1 unit of World Lit.</p>	<p>11th</p>	<p>AP- 1.0 (A and B)</p>

		of listening, speaking, and viewing skills for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board. (This literature module must be taught in the 11 th grade and is recommended as a designated substitute for American Literature.)			
British Literature	<p><u>A Courses</u> 23.0520000 (Honors) 23.0520008 23.9520012 (Co-teaching/ Collaboration) 23.8520008 (Small Group) 23.0520096 (ESOL)</p> <p><u>B Courses</u> 23.0520001 (Honors) 23.0520009 23.9520013 (Co-teaching/ Collaboration) 23.8520009 (Small Group) 23.0520097 (ESOL)</p>	<p><u>British Literature/Composition A & B Honors</u> is an accelerated college prep course which surveys British works and authors and is designed for the student who has a serious interest in interpreting literature. Reference the course description of British Literature/Composition below.</p> <p><u>British Literature/Composition A & B</u> 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>	1 to 2 units English Credit depending on local school sequence	12 th	Honors-.5 (A and B)
Multicultural Literature	23.0670008 (A) 23.0670009 (B)	<u>Multicultural Lit/Comp A & B</u> The course focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write expository, analytical, and response essays. A research component is critical. The students observe and listen	1 unit English Credit	12 th	

		critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.			
AP Literature	23.0650092 A 23.0650093 B	Advanced Placement Literature/Comp A & B This 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. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.	3 units English Credit including 1 unit in 9 th Lit and 1 unit in Am. Lit.	12 th	1.0 AP
Journal/Annual I-IV	23.0320008 (A) 23.0320009 (B) 23.0330008 (A) 23.0330009 (B) 23.0350008 (A) 23.0350009 (B) 23.0360008 (A) 23.0360009 (B)	Journalism/Annual I-IV A, B & 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.		9-12	Elective
Current Topics in Reading 1	23.8830008 (A) 23.8830009 (B)	Current Topics in Reading I A & B (Special Education/Small Group) has the same content as Current Topics in Reading I. This class is taught by a teacher who is highly qualified in both reading and special education to provide required accommodations and specialized instruction for students with disabilities in a small group class. (Teacher must be Reading Certified/Endorsed.)	Small Group requires IEP	9-10	Elective
Current Topics in Reading 2	23.8840008 (A) 23.8840009 (B)	Current Topics in Reading II A, B & Y (Special Education/Small Group) This course provides an extension of fundamental skills development addressed in Current Topics in Reading I in the five strands of the GPS courses: Reading and Literature, Reading Across the Curriculum, Writing, Conventions, and Listening, Speaking, and Viewing. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GPS literary and writing genres associated with the students' English course), speaking, and critical thinking. Also, test taking skills will be implemented.	Small Group Requires IEP	10-12	Elective
Read180	23.1830020 (A) 23.1830020 (B)	Read 180 This course provides fundamental skills development in the five strands of the GPS courses: Reading and Literature, Reading Across the Curriculum,		9 th	Elective

		Writing, Conventions, and Listening, Speaking, and Viewing. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GPS literary and writing genres associated with students' English course), speaking, and critical thinking.			
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MATHEMATICS COURSES

Students who enter Ninth Grade under Graduation Rule IHF(6) beginning in SY2008-09 (Class of 2012 and after) must enroll in GPS Math Courses. Descriptions for GPS courses under new Graduation Rule IHF(6) are Math Support I/II, Math I/II/III/IV, Accelerated Math I/II/III/IV. Beginning with the Class of 2012 students must have 4 units of Math, including Math I, 2, and 3 or their equivalent. Students who enter 9th grade in 2012 and subsequent years must enroll in new CCGPS Math Courses.

COURSE NAME	COURSE NUMBER	COURSE DESCRIPTION	PREREQUISITES	GRADE	QUALITY POINTS
CCGPS Coordinate Algebra	<u>A Courses</u> 27.0971008 27.9971012 (Co-teaching/Collaboration) 27.8971008 (Small Group)	<p>CCGPS Coordinate Algebra The first in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications and a bridge to the second course through coordinate geometric topics.</p> <ul style="list-style-type: none"> • Reason quantitatively and use units to solve problems • Interpret the structure of expressions • Create equations that describe numbers or relationships • Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one variable • Solve systems of equations • Represent and solve equations and inequalities graphically • Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different representations • Build a function that models a relationship between two quantities • Build new functions from existing functions • Construct and compare linear and exponential models and solve problems • Interpret expressions for functions in terms of the situation they model • Experiment with transformations in the plane • Use coordinates to prove simple geometric theorems algebraically • Summarize, represent, and interpret data on a single count or measurement variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret linear models <p>Students that have not successfully passed a GPS math course may be placed into</p>	Successful completion of 8 th grade Math	9–12	
	<u>B Courses</u> 27.0971009 27.9971013 (Co-teaching/Collaboration) 27.8971009 (Small Group)				
	<u>EOCT COURSE</u>				

		<p>CCGPS Coordinate Algebra for the 2012-2013 school year.</p> <p>CCGPS Coordinate Algebra (Co-teaching/Collaboration) class provides the same course content as CCGPS Coordinate Algebra. This class is Co-taught by a special education teacher to provide required accommodations and specialized instruction for students with disabilities in a general education class.</p> <p>CCGPS Coordinate Algebra (Special Education Small Group) class provides the same course content as CCGPS Coordinate Algebra. This class is taught by a teacher who is highly qualified in both math and special education to provide required accommodations and specialized instruction for students with disabilities in a small group class.</p>	Small Group and Co-taught require IEP		
CCGPS Coordinate Algebra Support	<p><u>A Courses</u> 27.0981008 27.9981012 (Co-teaching/Collaboration) 27.8981008 (Small Group)</p> <p><u>B Courses</u> 27.0981009 27.9981013 (Co-teaching/Collaboration) 27.8981009 (Small Group)</p>	<p>CCGPS Coordinate Algebra Support The purpose of the Mathematics Support Class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. CCGPS Coordinate Algebra Support is an elective class that should be taught concurrently with a student's regular CCGPS Coordinate Algebra class.</p> <p>CCGPS Coordinate Algebra Support (Co-teaching/Collaboration) class provides the same course content as CCGPS Coordinate Algebra Support. This class is Co-taught by a special education teacher to provide required accommodations and specialized instruction for students with disabilities in a general education class.</p> <p>CCGPS Coordinate Algebra Support (Special Education Small Group) class provides the same course content as CCGPS Coordinate Algebra Support. This class is taught by a teacher who is highly qualified in both math and special education to provide required accommodations and specialized instruction for students with disabilities in a small group class.</p>	<p>Successful completion of 8th grade Math</p> <p>Small Group and Co-taught require IEP</p>	9–12	
Accelerated CCGPS Coordinate Algebra and Analytic Geometry A	27.0910000 (A) 27.0910001 (B)	<p>Accelerated CCGPS Coordinate Algebra and Analytic Geometry A This is the first in the sequence of mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career. It requires students to:</p> <ul style="list-style-type: none"> • represent and operate with complex numbers; • explore the characteristics of basic functions utilizing tables, graphs, and simple algebraic techniques; • operate with radical, polynomial, and rational expressions; • solve equations, including quadratic, radical, and rational equations; • investigate properties of geometric figures in the coordinate plane; • use the language of mathematical argument and justification; • discover, prove, and apply properties of polygons, circles and spheres; 	<p>Successful completion of 8th grade Math</p> <p>Teacher Recommendation</p>	9–12	

		<ul style="list-style-type: none"> utilize counting techniques and determine probability; use summary statistics to compare samples to populations; explore variability of data; and fit curves to data and examine the issues related to curve fitting. 			
CCGPS Analytic Geometry	<p><u>A Courses</u> 27.0972008 27.9972012 (Co-teaching/Collaboration) 27.8972008 (Small Group)</p> <p><u>B Courses</u> 27.0972009 27.9972013 (Co-teaching/Collaboration) 27.8972009 (Small Group)</p> <p><u>EOCT COURSE</u></p>	<p><u>CCGPS Analytic Geometry</u></p> <p>The second course in the sequence. The course embodies a discrete study of geometry analyzed by means of algebraic operations with correlated probability/statistics applications and a bridge to the third course through algebraic topics.</p> <ul style="list-style-type: none"> Extend the properties of exponents to rational exponents Use properties of rational and irrational numbers Perform arithmetic operations with complex numbers Use complex numbers in polynomial identities and equations Interpret the structure of expressions Write expressions in equivalent forms to solve problems Perform arithmetic operations on polynomials Create equations that describe numbers or relationships Solve equations and inequalities in one variable Solve systems of equations Interpret functions that arise in applications in terms of the context Analyze functions using different representations Build a function that models a relationship between two quantities Build new functions from existing functions Construct and compare linear, quadratic, and exponential models and solve problems Understand congruence in terms of rigid motions Prove geometric theorems Make geometric constructions Prove theorems involving similarity Define trigonometric ratios and solve problems involving right triangles Understand and apply theorems about circles Find arc lengths and areas of sectors of circles Translate between the geometric description and the equation for a conic section Use coordinates to prove simple geometric theorems algebraically Explain volume formulas and use them to solve problems Summarize, represent, and interpret data on two categorical and quantitative variables Understand independence and conditional probability and use them to interpret data 	CCGPS Coordinate Algebra	9-12	

		<ul style="list-style-type: none"> Use the rules of probability to compute probabilities of compound events in a uniform probability model <p>CCGPS Analytic Geometry (Co-teaching/Collaboration) class provides the same course content as CCGPS Analytic Geometry. This class is Co-taught by a special education teacher to provide required accommodations and specialized instruction for students with disabilities in a general education class.</p> <p>CCGPS Analytic Geometry (Special Education Small Group) class provides the same course content as CCGPS Analytic Geometry. This class is taught by a teacher who is highly qualified in both math and special education to provide required accommodations and specialized instruction for students with disabilities in a small group class.</p>	Small Group and Co-taught require IEP		
CCGPS Analytic Geometry Support	27.8982008 (A) 27.8982009 (B)	CCGPS Analytic Geometry Support (Special Education Small Group) class provides the same course content as CCGPS Analytic Geometry Support. This class is taught by a teacher who is highly qualified in both math and special education to provide required accommodations and specialized instruction for students with disabilities in a small group class.	Small Group and Co-taught require IEP	9 – 12	
Accelerated CCGPS Analytic Geometry B/Advanced Algebra	27.0920000 (A) 27.0920001 (B) <u>EOCT COURSE</u>	Accelerated CCGPS Analytic Geometry B/Advanced Algebra This is the second in the sequence of mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. It requires students to: <ul style="list-style-type: none"> explore the characteristics of exponential, logarithmic, and higher degree polynomial functions using tables, graphs, and algebraic techniques; explore inverses of functions; use algebraic models to represent and explore real phenomena; solve a variety of equations and inequalities using numerical, graphical, and algebraic techniques with appropriate technology; use matrices to formulate and solve problems; use linear programming to solve problems; use matrices to represent and solve problems involving vertex-edge; use right triangle trigonometry to formulate and solve problems; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; use sample data to make informal inferences about population means and standard deviations; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies 	Accelerated CCGPS Coordinate Algebra/Analytic Geometry A	9 – 12	.5 (A and B)

GPS Advanced Algebra	<u>A Courses</u> 27.0623008 27.9623012 (Co-teaching/Collaboration) <u>B Courses</u> 27.0623009 27.9623013 (Co-teaching/Collaboration)	<p>GPS Advanced Algebra This is the third course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. It includes exponential and logarithmic functions, matrices, polynomial functions of higher degree, conic sections, and normal distributions.</p> <p>This course is the 3rd course sequence for the 2011-2012 cohort that successfully completed GPS Geometry. The 2011-2012 cohort will be required to take this course for graduation.</p> <p>GPS Advanced Algebra (Co-teaching /Collaboration) class provides the same course content as GPS Advanced Algebra. This class is Co-taught by a special education teacher to provide required accommodations and specialized instruction for students with disabilities in a general education class.</p>	GPS Algebra & GPS Geometry Co-taught requires IEP	9 – 12	
Accelerated Mathematics III	27.0930000 (A) 27.0930001 (B)	<p>Accelerated Mathematics III: Pre-Calculus - Trigonometry / Statistics</p> <p>This is the third in the sequence of mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. It requires students to:</p> <ul style="list-style-type: none"> investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; find areas of triangles using trigonometric relationships; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; use complex numbers in trigonometric form; understand and use vectors; use sequences and series; explore parametric representations of plane curves; explore polar equations; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data. 	Accelerated Math II or Math III	9 – 12	.5 (A and B)
Advanced Mathematical Decision Making	<u>A Course</u> 27.0850008 27.9850012(Co-teaching/Collaboration) <u>B Course</u> 27.0850009 27.9850013(Co-teaching/Collaboration)	<p>Advanced Mathematical Decision Making</p> <p>This 4th year math course option is 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. It requires students to:</p> <ul style="list-style-type: none"> extend the understanding of proportional reasoning, ratios, rates, and percents by applying them to various settings to include business, media, and consumerism; 	Math III or Acc. Math II Co-taught requires IEP	9-12	

		<ul style="list-style-type: none"> • use vectors and matrices to organize and describe problem situations; • use a variety of network models to organize data in quantitative situations, make informed decisions, and solve problems; • create and analyze mathematical models to make decisions related to earning, investing, spending, and borrowing money; • analyze and evaluate the mathematics behind various methods of voting and selection; • create and use two- and three-dimensional representations of authentic situations; • solve geometric problems involving inaccessible distances using basic trigonometric principles, including the Law of Sines and the Law of Cosines; • determine probability and expected value to inform everyday decision making; • build the skills and vocabulary necessary to analyze and critique reported statistical information, summaries, and graphical displays; • apply statistical methods to design, conduct, and analyze statistical studies; use functions to model problem situations in both discrete and continuous relationships 			
GPS Pre-Calculus	27.0624008 (A) 27.0624009 (B)	GPS Pre-Calculus This is a course in pre-calculus and statistics, designed to prepare students to enter college at the calculus level. It includes rational, trigonometric, and inverse trigonometric functions; basic trigonometric identities and the laws of sines and cosines; sequences and series; vectors; the central limit theorem and confidence intervals.	GPS Advanced Algebra or Acc. Math II	9 – 12	
AP Statistics	27.0740092 (A) 27.0740093 (B)	AP Statistics 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 or careers in the quantitative or scientific fields, or fields that rely on statistical analysis of pertinent data.	Math III or Accelerated Math II	9-12	AP- 1.0 (A and B)
AP Calculus AB	27.0720092 (A) 27.0720093 (B)	AP Calculus AB 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 throughout the course.	GPS Pre-Calculus or Accelerated Math III (GPS)	10-12	AP- 1.0 (A and B)
AP Calculus BC	27.0730092 (A) 27.0730093 (B)	AP Calculus BC is a course in single-variable calculus that includes all the topics of Calculus AB (techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. It is equivalent to at least one year of	GPS Pre-Calculus or Accelerated Math III (GPS)	10-12	AP- 1.0 (A and B)

		calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized throughout the course.			
ACL Calculus II (Georgia Institute of Technology Distance Learning Program)	27.0770000 (A) 27.0770001 (B)	Multivariable Calculus This is a fourth-year two-semester 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; and linear first-order differential equations.	AP Calculus AB or BC	9-12	1.0 (A and B)

SCIENCE COURSES

Students entering Ninth Grade under Graduation Rule IHF(6) beginning in Fall, SY2008-09 (Class of 2012 and after) must take FOUR science classes for graduation including Biology, Physics or Physical Science, Chemistry/Environmental Science/Earth Systems, or an AP science plus one additional Science.

COURSE NAME	COURSE NUMBER	COURSE DESCRIPTION	PREREQUISITES	GRADE	QUALITY POINTS
Biological Sciences					
Biology	<u>A Courses</u> 26.0120008 26.0120000 (Honors) 26.9120012 (Co-Teaching/ Collaboration) <u>B Courses</u> 26.0120009 26.0120001 (Honors) 26.9120013 (Co-Teaching/ Collaboration) <u>EOCT COURSE</u>	<p>Biology I is a recommended 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> <p>Honors level courses are accelerated courses designed for students interested in pursuing advanced sciences or careers in science, engineering, or medicine.</p> <p>Co-Teaching/Collaboration class is co-taught by a science and a special education teacher to provide required accommodations and specialized instruction for students with disabilities in a general education class.</p>	Co-taught requires IEP	9-12	Honors-½ (A and B)
AP Biology	26.0140092 (A) 26.0140093 (B)	<p>AP Biology 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. Some students, as college freshmen, are permitted to undertake upper-level courses in biology or register for courses for which biology is a prerequisite after achieving an adequate score on the optional Advanced Placement Examination.</p>	1 unit Biology, 1 unit Chemistry	11-12	AP- 1 (A and B)
Human Anatomy	<u>A Courses</u> 26.0730008 26.0730000 (Honors) <u>B Courses</u> 26.0730009 26.0730001 (Honors)	<p>Human Anatomy/Physiology is designed to give the student an overview of the structures and functions of the major systems of the human body. The course is intended for a student who is interested in pursuing a career in various medical fields and physical education.</p> <p>Honors level courses are accelerated courses designed for students interested in pursuing advanced sciences or careers in science, engineering, or medicine.</p>	1 Unit Biology	10-12	Honors-½ (A and B)

Honors Microbiology	<u>A Courses</u> 26.0510008 26.0510000 (Honors) <u>B Courses</u> 26.0510009 26.0510001 (Honors)	Microbiology is a systematic investigation of microbes, their growth, nutrition, and their role in the environment and interaction with other organisms. It is designed to offer the student basic concepts in laboratory skills and methods of identification of microscopic organisms. Honors level courses are accelerated courses designed for students interested in pursuing advanced sciences or careers in science, engineering, or medicine.	1 unit Biology	10-12	Honors- ½ (A and B)
Environmental Sciences					
Environmental Science	<u>A Courses</u> 26.0611008 26.9611012 (Co-Teaching/ Collaboration) <u>B Courses</u> 26.0611009 26.9611013 (Co-Teaching/ Collaboration)	Environmental Science is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment. Co-Teaching/Collaboration class is co-taught by a science and a special education teacher to provide required accommodations and specialized instruction for students with disabilities in a general education class.	Co-taught requires IEP	10-12	
AP Environmental Science	26.0620092 (A) 26.0620093 (B)	AP Environmental Science is scientific systematic examination of the interrelationships of the natural world, and the student will be able to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.	1 Unit Biology, 1 unit Chemistry	11-12	AP- 1 (A and B)
Zoology	<u>A Courses</u> 26.0710008 26.9710012 (Co-Teaching/ Collaboration) <u>B Courses</u> 26.0710009 26.9710013 (Co-Teaching/ Collaboration)	Zoology is a systematic study of the animal kingdom and their basic identification characteristics. Emphasis will be placed on comparative anatomy, as well as on the methods that each phyla uses to accomplish the basic life processes. Co-Teaching/Collaboration class is co-taught by a science and a special education teacher to provide required accommodations and specialized instruction for students with disabilities in a general education class.	1 unit Biology Co-taught requires IEP	10-12	
Chemistry Courses					
Chemistry	<u>A Courses</u> 40.0510008 40.0510000 (Honors) <u>B Courses</u> 40.0510009	Chemistry I 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. At the honors level there is a significant amount of mathematics.		10-12	Honors- ½ (A and B)

SOCIAL STUDIES COURSES

Students who enter Ninth Grade under Graduation Ruse IHF (6) beginning in Fall 2008-09 (Class of 2012 and after) must enroll in three Social Studies classes for graduation including World History, US History, and Government/Economics.

COURSE NAME	COURSE NUMBER	COURSE DESCRIPTION	PREREQUISITES	GRADE	QUALITY POINTS
Current Issues	45.0120096 (A) 45.0120097 (B)	Current Issues provides an opportunity for in-depth examination of contemporary local, state, national and international issues. The purpose of this course is to assess, assimilate and analyze political and economic situations. Intense reading and detailed research are required.		10 – 12	
Psychology	45.0150096 (A) 45.0150097 (B)	Psychology 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.	2 Units in Social Studies	11 – 12	
AP Psychology	45.0160092 (A) 45.0160093 (B)	AP Psychology 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.	2 Units in Social Studies	11 – 12	AP- 1 (A and B)
Sociology	45.0310096 (A) 45.0310097 (B)	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.	2 Units in Social Studies	11 – 12	
AP Government	45.0520094	AP U. S. Government conforms to the College Board topics for AP American Government which is the study of local, state, & federal government functions. Focus areas include the development of the political system, federalism, political parties, & political theory. Also, the executive legislative & judicial branches will be studied.	US History	12 th	AP- 1
AP Macroeconomics	45.0620094 EOCT COURSE	AP Macroeconomics 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.	US History	12 th	AP- 1
Principles of Economics	45.0610010 45.0610002 (Honors) 45.9610014 (Co-Teaching) EOCT COURSE	Economics/Business/Free Enterprise 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. (EOCT) Honors level courses are accelerated courses designed for students interested in	US History	12 th	Honors- ½

		pursuing advanced careers in social studies. (EOCT) Co-teaching/Collaboration taught courses provide special education support to make needed adjustments in methodology and/or management. (EOCT)	Co-taught requires IEP		
American Government	45.0570010 45.0570002 (Honors) 45.9570014 (Co-teaching)	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. Also, the functions of our executive, legislative, and judicial branches of govt. will be studied Honors level courses are accelerated courses designed for students interested in pursuing advanced careers in social studies. Co-teaching/collaboration taught courses provide special education support to make needed adjustments in methodology and/or management.	US History Co-taught requires IEP	12 th	Honors- ½
World Geography	<u>A Courses</u> 45.0711008 45.9711012 (Co-Teaching) <u>B Courses</u> 45.0711009 45.9711013 (Co-Teaching)	World Geography provides an overview of physical and cultural geography. Additionally, an awareness of similarities and differences in human needs and behaviors is developed. Areas of study are North and South America, Europe, Africa, Asia, and the Pacific Islands. Co-teaching/collaboration taught courses provide special education support to make needed adjustments in methodology and/or management.	Co-taught requires IEP	9 th	
AP Human Geography	45.0770092 (A) 45.0770093 (B)	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.		9 – 12	AP- 1 (A and B)
Pre AP Social Studies	45.0711004 (A) 45.0711005 (B)	Pre AP Social Studies follows the Honors World Geography Curriculum. The course also incorporates the World History Curriculum, foundations to 1000 A.D. In addition, the course introduces 9 th grade students to AP Social Studies skills, including writing and critical thinking. The purpose of the course is to prepare Social Studies students for AP World History in the 10 th grade and follow the college Board's concept for an Advance Placement Pathway.		9 th	
US History	<u>A Courses</u> 45.0810008 45.0810000 (Honors) 45.9810012 (Co-teaching)	U. S. History 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. The student will also be encouraged to think independently. EOCT		11 th	Honors- ½ (A and B)

	<u>B Courses</u> 45.0810009 45.0810001 (Honors) 45.9810013 (Co-teaching) <u>EOCT COURSE</u>	Honors level courses are accelerated courses designed for students interested in pursuing advanced social studies or careers in social studies. Co-teaching/collaboration taught courses provide special education support to make required accommodations in methodology and/or management.	Co-taught requires IEP		
AP US History	45.0820092 (A) 45.0820093 (B) <u>EOCT COURSE</u>	<u>AP U.S. History</u> The course conforms to the College Board topics for advanced placement. The course covers United States history from the time of earliest settlements to the present. The course targets political and social aspects of history, but also includes diplomatic, economic and intellectual history. The course will involve extensive readings, independent study and frequent written analysis to prepare students for the AP examination.	Pre AP Social Studies Recommended	11 th	AP- 1 (A and B)
AP World History	45.0811092 (A) 45.0811093 (B)	<u>AP World History</u> conforms to the College Board topics for advanced placement. The purpose of the course is to develop greater understanding of the evolution of global processes and contacts, interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparison among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human state prior to 1000 C. E.	Pre AP Social Studies Recommended	10 – 12	AP- 1 (A and B)
World History	(A) 45.0830008 45.0830000 (Honors) 45.9830012 (Co-teaching) (B) 45.0830009 45.0830001 (Honors) 45.9830013 (Co-teaching)	<u>World History</u> is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the industrial revolution (5000 B.C. – 1800's) and from the rise of nationalism to contemporary times (1800's – present). Critical thinking and problem solving are stressed. Honors level courses are accelerated courses designed for students interested in pursuing advanced social studies or careers in social studies. Extensive reading and writing are required. Co-teaching/collaboration taught courses provide special education support to make needed adjustments in methodology and/or management.	Co-taught requires IEP	10 th	Honors-½ (A and B)

ELECTIVE COURSES **& CAREER PATHWAYS**

ACADEMIC ELECTIVE COURSES

COURSE NAME	COURSE NUMBER	COURSE DESCRIPTION	PREREQUISITES	GRADE	QUALITY POINTS
Social Studies Electives					
Psychology	45.0150096 (A) 45.0150097 (B)	Psychology 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.	2 Units in Social Studies	11 – 12	
Sociology	45.0310096 (A) 45.0310097 (B)	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.	2 Units in Social Studies	11 – 12	
Current Issues	45.0120096 (A) 45.0120097 (B)	Current Issues provides an opportunity for in-depth examination of contemporary local, state, national and international issues. The purpose of this course is to assess, assimilate and analyze political and economic situations. Intense reading and detailed research are required.		10 – 12	
AP Psychology	45.016092 (A) 45.0160093 (B)	AP Psychology 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.	2 units in Social Studies	11 – 12	AP- 1 (A and B)
AP Human Geography	45.0770092 (A) 45.0770093 (B)	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.		9 – 12	AP- 1 (A and B)
Modern Language Electives					
French I	60.0110008 (A) 60.0110013 (B)	French I is an introduction to the language and culture of France and other French-speaking countries. The course will enable the student to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.		9-12	
French II	60.0120008 (A) 60.0120013 (B)	French II is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the French-speaking world.	French I	9-12	

French III	60.0130000 (A) 60.0130001 (B)	French III Honors is designed to further develop the student's communication skills and cultural appreciation of the French-speaking world. The student will be able to participate in a variety of oral and written activities.	French II	9-12	Honors- ½ (A and B)
French IV	60.0140000 (A) 60.0140001 (B)	French IV Honors 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 Honors	9-12	Honors- ½ (A and B)
German 1	61.0110008 (A) 61.0110009 (B)	German I is an introduction to the language and culture of Germany and other German-speaking countries and will enable the student to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.		9-12	
German II	61.0120008 (A) 61.0120009 (B)	German II is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the German-speaking world.	German I	9-12	
German III	61.0130000 (A) 61.0130001 (B)	German III Honors 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.	German II	9-12	Honors- ½ (A and B)
German IV	61.0140000 (A) 61.0140001 (B)	German IV Honors is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the German-speaking world.	German III Honors	9-12	Honors- ½ (A and B)
Latin I	61.0410008 (A) 61.0410009 (B)	Latin I is an introduction to the language and civilization of the Romans. The course is designed to develop a knowledge base composed of vocabulary, grammar, translation, derivatives, mottoes, abbreviations, quotations, life in ancient Rome and mythology.		9-12	
Latin II	61.0420008 (A) 61.0420009 (B)	Latin II 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.	Latin I	9-12	
Latin III	61.0430000 (A) 61.0430001 (B)	Latin III Honors 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.	Latin II	9-12	Honors- ½ (A and B)
Latin IV	61.0440000 (A) 61.0440001 (B)	Latin IV Honors 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.	Latin III	9-12	Honors- ½ (A and B)
Latin V	61.0450000 (A) 61.0450001 (B)	Latin V Honors is designed to provide the student with the opportunity to understand the works of classical authors with primary emphasis on lyric poetry	Latin IV	9-12	Honors- ½ (A and B)

		selections. Course work will include transitional readings, grammar review, a study of the mechanics of Latin lyric poetry, and translation techniques.			B)
Spanish I	60.0710008 (A) 60.0710009 (B)	Spanish I is an introduction to the language and culture of Spain and other Spanish-speaking countries. The course will enable the student to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.		9-12	
Spanish II	60.0720008 (A) 60.0720009 (B)	Spanish II is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the Spanish-speaking world.	Spanish I	9-12	
Spanish III	60.0730000 (A) 60.0730001 (B)	Spanish III Honors is designed to further develop the 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.	Spanish II	9-12	Honors- ½ (A and B)
Spanish IV	60.0740000 (A) 60.0740001 (B)	Spanish IV Honors 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 Honors	9-12	Honors- ½ (A and B)
Spanish V	60.0750000 (A) 60.0750001 (B)	Spanish V Honors focuses on the development of fluent communication using authentic materials from Spanish-speaking countries such as newspapers, magazines, and web sites.	Spanish IV Honors	9-12	Honors- ½ (A and B)
AP Spanish Language	60.0770092 (A) 60.0770093 (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.	Spanish IV Honors	9-12	AP- 1 (A and B)

MUSIC AND FINE ARTS ELECTIVE COURSES

COURSE NAME	COURSE NUMBER	COURSE DESCRIPTION	PREREQUISITES	GRADE	QUALITY POINTS
Music Electives					
Beginning Band	53.0361096 (A) 53.0361097 (B)	Beginning Band I is a beginning band performance class that focuses on the basic fundamentals of tone production, music reading, and performance.	Teacher Recommendation	9-12	
Intermediate Band	53.0371096 (A) 53.0371097 (B)	Intermediate Band I is an intermediate band performance class for instrumentalists that have previous experience. Students can read music and have an understanding of individual and ensemble performance skills	Teacher Recommendation	9-12	
Advanced Band	53.0381096 (A) 53.0381097 (B)	Advanced Band I is an advanced band performance class for instrumentalists that have solid training in performance fundamentals. Students will deepen their understanding of individual and ensemble performance skills through the performance of advanced literature	Teacher Recommendation	9-12	
Beginning Orchestra	53.0561096 (A) 53.0561097 (B)	Beginning Orchestra I is a beginning string instrument performance class that focuses on the basic fundamentals of tone production, music reading, and performance.	Teacher Recommendation	9-12	
Intermediate Orchestra	53.0571096 (A) 53.0571097 (B)	Intermediate Orchestra I is an intermediate string instrument performance class for instrumentalists that have previous experience. Students can read music and have an understanding of individual and ensemble performance skills.	Teacher Recommendation	9-12	
Advanced Orchestra	53.0581096 (A) 53.0581097 (B)	Advanced Orchestra I is an advanced band performance class for instrumentalists that have solid training in performance fundamentals. Students will deepen their understanding of individual and ensemble performance skills through the performance of advanced literature.	Teacher Recommendation	9-12	
Beginning Keyboard Techniques	53.0941096 (A) 53.0941097 (B)	Beginning Keyboard Techniques I introduces basic piano keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.		9 – 12	
Intermediate Keyboard Techniques	53.0951096 (A) 53.0951097 (B)	Intermediate Keyboard Techniques I offers opportunities for intermediate-level performers to increase performance skills and knowledge in keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provide an individualized setting.	Beginning Keyboard Techniques	9 – 12	
Beginning Guitar	53.0841096 (A) 53.0841097 (B)	Beginning Guitar I introduces basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.		9 – 12	
AP Music Theory	53.0230092 (A) 53.0230093 (B)	AP Music Theory conforms to College Board topics for the Advanced Placement Music Theory Examination. This course will require students to read, notate, and	Teacher recommendation	10 – 12	AP- 1 (A and B)

		compose music, as well as, develop skills in harmonization, techniques of modulation, key relationships, and notational skills.			
Jazz Band	53.0661096 (A) 53.0661097 (B)	Advanced Jazz I is an advanced jazz band performance class for instrumentalists that have solid training in jazz performance fundamentals.	Teacher Recommendation	9-12	
Beginning Mixed Chorus	54.0211096 (A) 54.0211097 (B)	Beginning Chorus I provides opportunities to develop 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.	Teacher Recommendation	9 – 12	
Advanced Mixed Chorus	54.0231096 (A) 54.0231097 (B)	Advanced Chorus I 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.	Teacher Recommendation	9 – 12	
Advanced Women's Chorus	54.0261096 (A) 54.0261097 (B)	Advanced Women's Chorus I provides opportunities for advanced-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.	Teacher Recommendation	9 – 12	
Theatre Arts Electives					
Drama 1	52.0210096 (A) 52.0210097 (B)	Theatre Arts/Fundamentals I 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.		9 th	
Drama 2	52.0220096 (A) 52.0220097 (B)	Theatre Arts/Fundamentals II enhances level-one skills.		10 th	
Drama 3	52.0230096 (A) 52.0230097 (B)	Theatre Arts/Fundamentals III enhances level-two skills.		11 th	
Drama 4	52.0240096 (A) 52.0240097 (B)	Fundamentals of Drama IV enhances level-three skills.		12 th	
Technical Theatre 1	52.0410096 (A) 52.0410097 (B)	Theatre Arts/Technical Theatre I introduces technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.		9-12	
Technical Theatre 2	52.0420096 (A) 52.0420097 (B)	Theatre Arts/Technical Theatre II enhances level-one skills and introduces aspects of drafting, creation of lighting, sound, properties, costumes and make-up design. Offers opportunities to apply skills in these areas.	Tech Theatre I	9-12	
Technical	52.0430096 (A)	Theatre Arts/Technical Theatre III enhances level-two skills in drafting and set	Tech Theatre II	9-12	

Theatre 3	52.0430097 (B)	design and includes in-depth exploration of light operation, sound operation, stage management, costume construction, set development, make-up and production staff.			
Technical Theatre 4	52.0440096 (A) 52.0440097 (B)	Theatre Arts/Technical Theatre IV enhances level-three skills and offers opportunities to solve problems in supervising and managing all aspects of production. Explores technical directing and directing responsibilities. Offers opportunities to apply skills in these areas.	Tech Theatre III	9-12	
Musical Theatre	52.0310096 (A) 52.0310097 (B)	Theatre Arts/Musical Theatre I introduces the style and characteristic elements of modern musical theatre. Covers production staging, orchestration, voice and dance; offers an opportunity for team teaching through interdisciplinary collaboration with the chorus, band, art, technology, physical education and dance instructors. Offers opportunity for performance.	By audition or Teacher Recommendation	10-12	
Visual Arts Electives					
Visual Arts: Comprehensive	50.0211096 (A) 50.0211097 (B)	Visual Arts: Comprehensive introduces art history, criticism & studio production. It emphasizes the ability to understand & use the elements of art & principles of design through a variety of media processes and visual resources.	None	9-12	
Drawing/Painting 1	50.0313096 (A) 50.0313097 (B)	Drawing & Painting I 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.	Comprehensive	9-12	
Drawing/Painting 2	50.0314096 (A) 50.0314097 (B)	Drawing & Painting II introduces advanced drawing and painting techniques and focuses on individual expression. Problem solving skills are challenged to achieve mastery of techniques and materials. Exhibition and presentation opportunities are provided.	Comprehensive Plus Drawing I Or Drawing & Painting	10-12	
Painting 1	50.0321096 (A) 50.0321097 (B)	Painting I 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.	Comprehensive Or Draw I Or Draw & Paint I	10-12	
Ceramics 1	50.0411096 (A) 50.0411097 (B)	Ceramics/Pottery I 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 their clay work.	Comprehensive	10-12	
Ceramics 2	50.0412096 (A) 50.0412097 (B)	Ceramics/Pottery II enhances skills learned in the level one course and provides additional opportunities for various clay techniques in hand building & wheel throwing. Evaluation & aesthetic judgment on student work is emphasized & personal expression in clay is encouraged.	Comprehensive Plus Ceramic/Pottery I	10-12	
Sculpture 1	50.0611096 (A) 50.0611097 (B)	Sculpture I introduces the design and production of relief sculpture and sculpture in the round. Includes additive & subtractive modeling methods; explores traditional & non-traditional materials for sculpted works. A study of the historical origin & function of sculpture in a variety of cultures is included	Comprehensive Plus Ceramics/Pottery I	10-12	
Sculpture 2	50.0612096 (A) 50.0612097 (B)	Sculpture II introduces advanced sculpture production techniques. Includes additive and subtractive modeling methods; explores traditional and non-traditional materials for sculpted works. Exhibition and presentation	Sculpture I	10-12	

		opportunities are provided.			
Photography 1	50.0711096 (A) 50.0711097 (B)	Photography I introduces photography as an art form and covers the historical development of photography and photographic design. A formal photographic critiquing method will be taught and used in evaluating works of others & self. Introduces enlarging negatives and stresses composing and processing techniques using a 35mm camera & pinhole camera. The safe use of photographic materials and equipment is stressed.	Comprehensive Plus Drawing/ Drawing & Painting Or Applied Design I	10-12	
AP Art History	50.0921092 (A) 50.0921093 (B)	Advanced Placement Art History conforms to College Board topics for the Advanced Placement History of Art Examination. Covers prehistory to Egyptian, Greek and Roman, Early Christian, Byzantine, Early Medieval, Romanesque, Gothic, Renaissance and Mannerist, 17 th and 18 th century, 19 th and 20 th century and non-Western Art.	Comprehensive Plus Teacher Recommendation	10-12	AP- 1 (A and B)
AP Studio/Drawing	50.0811092 (A) 50.0811093 (B)	Advanced Placement Studio/Drawing conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works & slides to be evaluated on quality, breadth & 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.	Comprehensive Plus Drawing I&II or Drawing & Painting I & II	10-12	AP- 1 (A and B)
AP Studio/2D Design	50.0813092 (A) 50.0813093 (B)	Advanced Placement Studio Art: 2-D Design conforms to College Board topics for the Advanced Placement Studio Art 2-D Design Portfolio Examination. Requires submission of original works & slides to be evaluated on quality, breadth & concentration of a concept or idea. Emphasizes experiences in 2-D Design art production which might include (but not limited to) photography, printmaking & computer generated work. This course provides students with college-level studio experiences and encourages self-expression.	Comprehensive Plus Ceramics I Sculpture I Teacher Recommendation	10-12	AP- 1 (A and B)
AP Studio/3D Design	50.0814092 (A) 50.0814093 (B)	Advanced Placement Studio/3-D Design conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works & slides to be evaluated on quality, breadth & 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	Comprehensive Plus Ceramics I Sculpture I Teacher recommendation	10-12	AP- 1 (A and B)

CAREER AND TECHNOLOGY PATHWAYS OFFERED AT KELL

- **Government and Protective Services Pathway**
- **Marketing Pathway**
- **Engineering and Architecture Pathway**
- **Family and Consumer Science Career Pathway**
- **Graphic Design Pathway**
- **Broadcast/Video Production Pathway**
- **Naval Career Pathway**

COURSE NAME	COURSE NUMBER	COURSE DESCRIPTION	PREREQUISITES	GRADE	QUALITY POINTS
Government and Protective Services Pathway					
Introduction to Law and Justice	43.4300096 (A) 43.4300097 (B)	Introduction to Law and Justice Course examines the basic concepts of law related to citizens' rights & officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history & development of law enforcement in the United States. Students will examine the components of the criminal justice system, including the roles & responsibilities of the police, courts & corrections. Students will learn the classification & elements of crimes. Career planning & employability skills will be examined. <i>First course in the Law & Justices Career Pathway</i>		9-12	
Law, Community Response and Policing	43.4350096 (A) 43.4350097 (B)	Law, Community Response and Policing Emphasizes the structure of the American legal system while examining constitutional legal issues. Students will explore the difference between common and statutory law in the context of how legal precedent is established. Explore the rights of citizens guaranteed by the United States & Georgia. Evaluate the powers granted to the police & the restrictions placed upon them by the respective constitutions and their amendments. Students will attain skills for dealing with disasters & emergency situations. <i>Second course in the Law & Justice Career Pathway</i>	Introduction to Law and Justice	10-12	
Criminal Investigations and Forensics	43.4330096 (A) 43.4330097 (B)	Criminal Investigations and Forensics Provide students with an opportunity to explore the basic processes and principles of forensic science as it relates to criminal investigation. Students will learn the importance of the identification, collection & processing of evidence and of its contribution to the criminal investigation. Students will also learn of the legal responsibilities and challenges which the forensic investigator may encounter, and the role of the criminal investigator. <i>Third course in the Law & Justice Career Pathway.</i>	Law, Community Response and Policing	10-12	
Marketing Pathway					
Marketing Principles	08.4740096 (A) 08.4740097 (B)	Marketing Principles addresses the ways in which marketing satisfies consumer and organizational needs and wants for products and services. Students develop an understanding of basic marketing concepts to marketing, distribution and logistics, marketing information management, product/service planning, pricing mixes promotional strategies, and personal selling. <i>(This is the first course within each of the following Marketing Ed. career pathways: 1) Marketing and Management, 2) Fashion Marketing, 3) Marketing Communications and Promotions, 4) Travel Marketing and Lodging Management Career Pathway, and 5) Sports and Entertainment Marketing Career Pathway.)</i>		9-12	
Advanced Marketing	08.4750096 (A) 08.4750097 (B)	Advanced Marketing builds on the principles and concepts taught in Marketing Principles. Students assume a managerial perspective in applying economic principles in marketing, analyzing operations needs, examining distribution and financial alternatives, managing marketing information, pricing products and	Marketing Principles	10-12	

		services, developing product/service planning strategies, promoting products/services, purchasing, and professional sales. <i>(This is the second course within the Marketing and Management Career Pathway.)</i>			
Entrepreneurial Ventures	08.4360096 (A) 08.4360097 (B)	Entrepreneurship: Building a Business focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. Preparation of a business plan allows students to apply the functional areas of business—accounting, finance, marketing, and management—and the legal and economic environments in which a new venture operates. School-based enterprises resulting from the study of entrepreneurship give students the opportunity to plan, open, operate, and maintain a business as a work-based learning experience. <i>(This is the third course within the Marketing and Management Career Pathway.)</i>	Advanced Marketing	10-12	
Sports and Entertainment Marketing	08.4780096 (A) 08.4780097 (B)	Introduction to Sports and Entertainment Marketing introduces the marketing and management functions and tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time. <i>(This the second course within the Sports and Entertainment Marketing Career Pathway.)</i>	Marketing Principles	10-12	
Internship 1	70.4210096 (A) 70.4210097 (B)	Internship I 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 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 weekly journal, records weekly hours on the job, and must complete program participation forms. Student may be placed in a paid or non-paid, mentor-supervised, on-the-job training experience.	On Track For Graduation with a 2.5 or better GPA, Plus Teacher Recommendation	11-12	
Internship 2	70.4220096 (A) 70.4220097 (B)	Internship II 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 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 weekly journal, records weekly hours on the job, and must complete program participation forms. Student may be placed in a paid or non-paid, mentor-supervised, on-the-job training experience.	Internship I	11-12	
Engineering and Architecture Pathway					
Introduction to Engineering Drawing and Design	48.5410096 (A) 48.5410097 (B)	Introduction to Engineering Drawing and Design is an introductory course and a pre-requisite to all other Engineering Design and Drawing courses. Emphasis is placed on safety, correct use of tools and equipment, drafting media, sketching, lettering, fundamentals of CAD and multi-view drawings. <i>(This is the first course for both the Engineering Graphics and Design Pathway and the Architectural</i>	Math 1 Recommended	9-12	

		<i>Drawing and Design Pathway.)</i>			
Architectural Drawing and Design 1	48.5450096 (A) 48.5450097 (B)	Architectural Drawing and Design I 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. <i>(This is the second course within the Architectural Drawing and Design Pathway.)</i>	Introduction to Engineering Drawing and Design	10-12	
Architectural Drawing and Design 2	48.5460096 (A) 48.5460097 (B)	Architectural Drawing and Design II 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. <i>(This is the third course within the Architectural Drawing and Design Pathway.)</i>	Architectural Drawing and Design I	10-12	
Survey of Engineering Drawing and Design	48.5420096 (A) 48.5420097 (B)	Survey of Engineering Graphics develops skills in dimensioning, tolerancing, pictorials, sections, auxiliary views, and intersection and developments. CAD tools and software are used extensively throughout this course. <i>(This is the second course within the Engineering Graphics and Design Pathway.)</i>	Introduction to Engineering Drawing and Design	10-12	
3D Modeling and Analysis	48.5430096 (A) 48.5430097 (B)	3D Modeling and Analysis is designed for students who are interested in mechanical drafting areas that provide more in-depth study of mechanical design. Emphasis is placed on 3-D drawings, wire frames, rendering, solid modeling, and graphic presentations. <i>(This is the third course within the Engineering Graphics and Design Pathway.)</i>	Survey of Engineering Graphics	10-12	
Family and Consumer Science Career Pathway					
Introduction to Culinary Arts	20.5310096 (A) 20.5310097 (B)	Introduction to Culinary Arts is designed to introduce students to fundamental food preparation terms, concepts, and methods in culinary arts, where laboratory practice will parallel class work. <i>(This is the first course within the Culinary Arts Career Pathway.)</i>		9-12	
Culinary Arts 1	20.5321096 (A) 20.5321097 (B)	Culinary Arts I prepares students for employment in a wide spectrum of food industry careers. The course of study includes the development of skills in food safety and sanitation, accident and injury prevention, kitchen basics, operating and maintaining commercial utensils and equipment, preparation of commercial food items, the art of service, controlling costs, food management functions, and customer relations. <i>(This is the second course within the Culinary Arts Career Pathway.)</i>	Introduction to Culinary Arts	10-12	
Culinary Arts 2	20.5331096 (A) 20.5331097 (B)	Culinary Arts II enhances level-one competencies by providing a broader exposure to the food and hospitality industry. Class experiences build on previous instruction. <i>(This is the third course within the Culinary Arts Career Pathway.)</i>	Culinary Arts I	10-12	
Graphic Design Pathway					
Introduction to Graphic Design	48.5610096 (A) 48.5610097 (B)	Introduction to Graphics and Design is the first in a series of courses that prepares the student for employment or entry into a postsecondary education program in the graphic communications career field. Topics to be covered include: Introduction to Graphic Communications Careers, Digital File Preparation, Press Operations, Measurement, Safety and First Aid, and Math for		9-12	

		Printing. <i>(This is the first course for both the Graphic Communications Career Pathway and the Graphic Design Career Pathway.)</i>			
Graphic Design and Production	48.5620096 (A) 48.5620097 (B)	Graphic Design and Production provides an opportunity for the student to gain fundamentals of graphic communication, which leads to the completion of standards for the PrintEd accreditation requirement for Introduction to Graphic Communication instructional area. Topics include: Image Capture, Digital File Output, Illustration, Page Layout, Press Operations, Job Application, and Interpersonal Skills. <i>(This is the second course for both the Graphic Communications Career Pathway and the Graphic Design Career Pathway.)</i>	Introduction to Graphics and Design	10-12	
Advanced Graphic Design	48.5280096 (A) 48.5280097 (B)	Advanced Graphic Design students will continue to explore the principles of design and layout procedures as they relate to graphic design. <i>(This is the third course within the Graphic Design Pathway.)</i>	Graphic Design and Production	10-12	
Broadcast/Video Production Pathway					
Broadcast/Video Production 1	10.5111096 (A) 10.5111097 (B)	Broadcast/Video Production 1: Develop skills in basic theory, practice, and operations of a television studio, the portable camera, and videotape editing. Through problem-solving activities, projects, and discussions, knowledge of how video/film affects life and society will be demonstrated. <i>First course in the Broadcast/Video Production Career Pathway.</i>		9-12	
Broadcast/Video Production 2	10.5120096 (A) 10.5120097 (B)	Broadcast/Video Production 2: Enhance level-one skills by providing more in-depth and specialized experiences in video and film equipment operation. <i>Second Course in the Broadcast/Video Production Pathway</i>	Broadcast/Video Production 1	10-12	
Broadcast/Video Production 3	10.5130096 (A) 10.5130097 (B)	Broadcast/Video Production 3: Enhances level-two skills and provides entry-level occupational skills. <i>Third Course in the Broadcast/Video Production Pathway</i>	Broadcast/Video Production 2	10-12	
Broadcast/Video Production 4	10.5140096 (A) 10.5140097 (B)	Broadcast/Video Production 4: Enhances level-three skills and provides instruction in producing a broadcast production. Students will be able to perform at an independent level of proficiency in an area of specialization <i>Supplemental course in the Broadcast/Video Production Pathway</i>	Broadcast/Video Production 3	10-12	
Naval Career Pathway					
NJROTC 1	28.4210096 (A) 28.4210097 (B)	JROTC Navy I: Naval Science: Cadet Field Manual includes the study of naval heritage, organization, sea power and naval history from colonial times to the 1850s, the study of naval ship missions and organization, an introduction to navigation and maritime geography, basic seamanship including rig and shipboard watch procedures, military drill with rifles, and physical development. Navy leadership principles will be applied to drills and unit organizational duties. An introduction to naval physical fitness and related health topics are covered. Other unit topics include a study of officer and enlisted programs, military drill, commands, and ceremonies. <i>(This is the first course within the Navy Career Pathway.)</i>		9-12	
NJROTC 2	28.4220096 (A)	JROTC Navy II: Naval Science: Introduction to NJROTC includes the study of	NJROTC I	10-12	

	28.4220097 (B)	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. It also introduces students to the organization used to conduct various operations and basic naval communications. Other topics covered include naval career planning, leadership development, oceanography, physical development, military drills, commands, the study of naval intelligence and national security, shipboard evaluations, health and first aid, physical fitness, and military drill and ceremonies. <i>(This is the second course within the Navy Career Pathway.)</i>			
NJROTC 3	28.4230096 (A) 28.4230097 (B)	<u>JROTC Navy III: Naval Science: Maritime History</u> deals with the study of geopolitics and opposing theories and the study of meteorology, astronomy, and naval electronics, which includes basic radar and sonar theory and electrical circuitry. Navy service and career programs, qualities of leadership, and military discipline involving the Code of Conduct are covered. Other topics presented are American democracy, naval history from the end of World War I to the end of World War II, fitness, and an introduction to land survival methods, fitness, and advanced military drill. <i>(This is the third course within the Navy Career Pathway.)</i>	NJROTC II	10-12	
NJROTC 4	28.4240096 (A) 28.4240097 (B)	<u>JROTC Navy IV: Naval Science: Nautical Sciences</u> is the study of navy career fields for officer and enlisted specialists; and it introduces students to national security strategies, modern naval conflicts, and defense strategy. Naval history from 1950 to the end of the Vietnam period is focused upon, in addition to leadership, military justice, and the international laws of the sea. The development of naval weapons and introduction to gunnery and guided missiles are emphasized, as well as maritime logistics, naval research and development, navy fitness testing, and advanced military drill. Voice commands are introduced to the drills, commands, and ceremonies unit. <i>(This is the fourth course within the Navy Career Pathway.)</i>	NJROTC III	10-12	

PHYSICAL EDUCATION ELECTIVE COURSES

COURSE NAME	COURSE NUMBER	COURSE DESCRIPTION	PREREQUISITES	GRADE	QUALITY POINTS
Health	17.0110096 (A) 17.0110097 (B)	Health (Contemporary Health Issues) 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.		9-12	
Personal Fitness	36.0510096 (A) 36.0510097 (B)	Personal Fitness (BPE) 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.		9-12	
General Physical Education I	36.0110096 (A) 36.0110097 (B)	General Physical Education I Focuses on and enhances skills in any combination or variety of Team sports, lifetime sports, track and field events, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. It further promotes methods to attain a healthy and active lifestyle. The General Physical Education Courses may be used as pre-requisites to other course offerings (i.e., team sports, lifetime sports)		9-12	
Weight Training	36.0540096 (A) 36.0540097 (B)	Weight Training 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.		9-12	
Advanced Physical Conditioning	36.0620096 (A) 36.0620097 (B)	Advanced Physical Conditioning 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.		9-12	
Advanced Personal Fitness	36.0610096 (A) 36.0610097 (B)	Advanced 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		9-12	

		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.			
Introductory Team Sports	36.0210096 (A) 36.0210097 (B)	Introductory Team Sports is designed to introduce students to three different team sports, with no one sport less than 4 weeks or longer than 8 weeks. Those from which the selection is made include the following: basketball, gym hockey, soccer, speedball, flag football, ultimate Frisbee, team handball, softball, and volleyball. Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.		9-12	
Introductory Lifetime Sports	36.0220096 (A) 36.0220097 (B)	Introductory Lifetime Sports is designed to introduce students to three different lifetime sports with no one sport less than 4 weeks and not more than 8 weeks. Those from which the selection is made include the following: archery, badminton, bowling, golf, handball, pickleball, racquetball, table tennis, tennis and wall ball. 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.		9-12	
Outdoor Education	36.0250096 (A) 36.0250097 (B)	Introductory Outdoor Education promotes an appreciation of the outdoors; provides physical activities and adventure in an outdoor laboratory. The course activities include: archery, fishing, outdoor cooking, orienteering, hiking and conservation.		9-12	
Principles of Athletic Training/Sports Medicine	36.0150096 (A) 36.0150097 (B)	Principles of Athletic Training/Sports Medicine I is designed as an introduction to the fields of sports medicine and athletic training. It will provide the student with basic information relevant to the prevention, recognition, first aid, referral and rehabilitation of athletic injuries.		9-12	
First Aid and Safety	17.0130096 (A) 17.0130097 (B)	First Aid and Safety is an extension of the introductory course in Sports Medicine and athletic training. It will provide a more in-depth examination of athletic training, sports medicine and sports injury assessment and management. Field experiences may be a part of the course requirements depending upon facilities and opportunities available to the class and instructor.	Principles of Athletic Training/ Sports Medicine	9-12	

MISCELLANEOUS ELECTIVES

COURSE NAME	COURSE NUMBER	COURSE DESCRIPTION	PREREQUISITES	GRADE	QUALITY POINTS
Mentorship	70.0110096 (A) 70.0110097 (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. <i>(Does not qualify for a career tech elective credit towards high school graduation requirements.)</i>	On Track for Graduation with a 2.5 or better GPA, AND Teacher Recommendation	12 th	
Minimum Day	00.0017000 (A) 00.0032000 (B)	Minimum Day Must be on track for graduation and have passed all graduation tests. Application required. Cannot take in combination with Mentorship.	On track for Graduation Application Required	12 th	
Internship	70.4210098 (leaving 5 th) 70.4210097 (leaving 6 th) 70.4210096 (leaving 7 th)	Internship Course that enables students to participate in a mentor-supervised, on-the-job training experience for career awareness/exploration. Students select a specific career field or industry's entry-level 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 search skill development. The student maintains a weekly journal, records weekly hours on the job, and must complete program participation forms	On Track for Graduation Application Required	11-12	
AVID I	35.0610016 (A) 35.0610017 (B)	AVID I provides support for the college preparatory student including instruction in writing, inquiry, and collaboration skills, Cornell note-taking, oral language and speaking, test preparation, research, college and career studies, and academic motivational activities.	Request/ Recommendation		
AVID II	35.0620016 (A) 35.0620017 (B)	AVID II extends year one support for the college preparatory student. Includes instruction in writing, inquiry, and collaboration skills, Cornell note-taking, oral language and speaking, test preparation, research, college and career studies, and academic motivational activities.	Request/ Recommendation		
AVID III	35.0630016 (A) 35.0630017 (B)	AVID III provides support for the college preparatory student including instruction in writing, inquiry, and collaboration skills, Cornell note-taking, oral language and speaking, test preparation, research, college and career studies, and academic motivational activities.	Request/ Recommendation		
AVID IV	35.0640016 (A) 35.0640017 (B)	AVID IV provides support for the college preparatory student including instruction in writing, inquiry, and collaboration skills, Cornell note-taking, oral language and speaking, test preparation, research, college and career studies, and academic motivational activities.	Request/ Recommendation		
Study Skills I	35.8610008 (A)	Study Skills I (Small Group) assists students with disabilities in developing the skills	IEP	9-12	

	35.8610009 (B)	required to be success-ful in high school course work. Reading comprehension, test-taking strategies, summarizing, paraphrasing, analyzing, evaluating, note taking, using graphic organizers, and keeping up with assignments, homework and test dates are some of the topics that will be covered. This class is taught by a special education teacher to make required accommodations in methodology and/or management.	Recommendation		
Study Skills II	35.8620008 (A) 35.8620009 (B)	Study Skills II (Small Group) assists students with disabilities in developing the skills required to be success-ful in high school course work. Reading comprehension, test-taking strategies, summarizing, paraphrasing, analyzing, evaluating, note taking, using graphic organizers, and keeping up with assignments, homework and test dates are some of the topics that will be covered. This class is taught by a special education teacher to make required accommodations in methodology and/or management.	IEP Recommendation	10-12	
Study Skills III	35.8630008 (A) 35.8630009 (B)	Study Skills III (Small Group) assists students with disabilities in developing the skills required to be successful in high school course work. Reading comprehension, test-taking strategies, summarizing, paraphrasing, analyzing, evaluating, note taking, using graphic organizers, and keeping up with assignments, homework. This class is taught by a special education teacher to make required accommodations in methodology and/or management.	IEP Recommendation	11-12	
Study Skills IV	35.8640008 (A) 35.8640009 (B)	Study Skills IV (Small Group) assists students with disabilities in developing the skills required to be success-ful in high school course work. Reading comprehension, test-taking strategies, summarizing, paraphrasing, analyzing, evaluating, note taking, using graphic organizers, and keeping up with assignments, homework and test dates are some of the topics that will be covered. This class is taught by a special education teacher to make required accommodations in methodology and/or management.	IEP Recommendation	12	