

Note: Rising 8th graders must use the “[2016-2017 Freshmen Registration Handbook](#)” available online

ALLATOONA HIGH SCHOOL



2016-2017
Course Catalog
(for current high school students)

Allatoona High School
3300 Dallas-Acworth Hwy
Acworth, GA 30101
770-975-6503
<http://www.cobbk12.org/Allatoona/>

ADMINISTRATION

Principal John Kelly
Assistant Principal Amie Howard
Athletic Director/Assistant Principal Benji Morrell
Assistant Principal Carrie O'Connor
Assistant Principal Stephanie Rainey
Support Services Administrator Susan Vaughn

SCHOOL COUNSELING DEPARTMENT

Counselor A-D Dawn Neely
Counselor E-H..... Kristi Turner
Counselor I-K..... Molly Ream
Counselor L-R..... Haley Welch
Counselor S-Z Melody McAllister

Dear Students and Parents,

The Course Catalog is provided as a means of assisting students and parents in planning their high school course of study. It is Allatoona's hope that our students become life-long learners with the knowledge, skills and attitudes necessary to compete successfully as honorable and productive citizens in a global society. We expect our students to continue their education after high school graduation and throughout adulthood. Post-secondary education could be a traditional four-year college or university, a two-year (community) college, a technical college or institute, or a vocational program. Other students may choose to enter the world of work or the military service after high school graduation.

As you begin your course selection for the 2016-2017 school year, please keep in mind your post-secondary plans. The course of study for graduation from Allatoona High School is based upon minimum *state* requirements. ***Many colleges have admissions' criteria that exceed these basic requirements.*** Please become familiar with the requirements and criteria of the college(s) that interest you. Do your homework! Requirements can differ from college to college and between courses of study. Requirements may also change from year to year. www.gacollege411.org is a great resource for career and college planning. The best place to find college admissions' information is directly from the college website. Allatoona counselors are always here to assist you, but it is best to begin the discussion earlier in your high school career rather than later for the most effective planning.

Please be aware that Allatoona students register for the ENTIRE 2016-2017 SCHOOL YEAR at one time during the spring registration period. We try to make the registration process as smooth as possible. One way we do that is by building the master schedule for both teachers and students only after we have received all student requests for courses during registration. The master schedule, therefore, is determined by student registration and provides the maximum accommodation for the courses desired by Allatoona students, with a minimum of schedule conflicts. Since the master schedule is based entirely upon initial student registration, it is essential that students remain in the courses for which they have registered, unless it is determined that the academic placement is not appropriate. Be aware that the school builds a master schedule and employs teachers based on student requests; therefore, schedule changes **after April 22nd will not be considered.** Select your elective courses after a thorough study and consideration by you and your parents.

Registration Timeline

March 14th-16th – 9th, 10th, and 11th graders will receive their core recommendations and begin elective registration

March 17th-18th – Registration forms due; students will receive a copy of their course requests

April 18th-22nd – Drop/Add

April 22nd – Last day to request any course changes for the 2016-2017 school year; waiver forms are due

John Kelly

Principal

Academic Programs

Allatoona High School operates on a 4x4 block. Each semester is approximately 18 weeks long. Credit is established in units. Each semester course meets every day for about 90 minutes and carries a one unit credit. Quarter courses (Government, Economics, Health and Personal Fitness) meet for 9 weeks in a semester and carry a ½ unit credit. It is possible for students to earn 4 units of credit each semester, or a total of 8 each year.

A variety of course offerings provided by each department gives students ample opportunities for future activities in college, technical school, the military or work. Some courses require a prerequisite. A prerequisite is a course that must be taken prior to taking another course. Some courses are considered sequential and must be taken in order. World Language and Mathematics require courses to be taken in sequential order. Students in the Class of 2015 and beyond must pass the course in which a Georgia Milestone End of Course Assessment is given. This test makes up 20% of the student's overall final grade in the course.

Grades/Grading Scale

The Cobb County School District uses the following grading scale:

A=90-100 B=80-89 C=74-79 D=70-73 F=69 Below

A student's grade point average is based on quality points awarded for each grade earned. All regular courses earn the following:

A=4 quality points B=3 quality points C=2 quality points D=1 quality point F=0 quality points
Honors courses above the freshmen level receive an extra .5 quality point. Honors courses are designated with an asterisk in this booklet. Advanced Placement (AP) courses are awarded an extra 1 quality point. These courses are designated with 2 asterisks. No additional quality points are awarded if the student fails the course.

Promotion and Retention

Per Cobb County School Board Policy, a student will be retained in a grade level if he/she does not earn enough credits to be on track to advance with the graduating class with whom he/she entered as a ninth grader. To be promoted, the students must meet these requirements:

10th grade-5 units, including one full credit in English, math and science

11th grade-10 units, including two full credits in English, math and science

12th grade-16 or more units, including two full credits in English, math and science and have completed three years in high school.

Graduation Requirements

The State Board of Education uses one common set of high school graduation requirements. In order to receive a high school diploma, students must meet the minimum graduation requirements. Starting with the class of 2017, all students must complete either an Academic, Fine Arts, CTAE or World Language Pathway.

Advanced Academic Pathway:

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

World Language Pathway:

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

Fine Arts Pathway:

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

CTAE Pathway:

Students complete a CTAE Pathway when they have completed a series of three or four specific courses in a CTAE approved pathway. Allatoona High School offers complete pathways in the following areas: Architecture & Construction, Arts, Audio/Video Technology & Communications, Business Management & Administration, Government & Public Administration, Health Science, Hospitality and Tourism, and Information Technology.

High School Graduation Course Requirements (for students entering the 9th grade for the first time in 2008-2009 and subsequent years)

Subjects	Georgia High School Diploma
English	4 Units Including: 1 Unit 9 th Grade Literature/Composition 1 Unit American Literature/Composition 2 additional English units
Mathematics	4 Units Including: GSE Coordinate Algebra or Accelerated GSE Alg/Geom A GSE Analytic Geometry or Accelerated Geom B/Adv Algebra GSE Advanced Algebra or Accelerated Precalculus 1 additional math unit 1 additional math unit Or equivalent GPS/CCGPS math courses for students entering 9 th grade for the first time prior to SY2011-2012.
Science	4 Units Including: 1 Unit Biology 1 Unit Chemistry or Earth Systems or Environmental Science 1 Unit Physics or Physical Science 1 additional science unit
Social Studies	3 Units including: 1 Unit World History 1 Unit United States History ½ Unit American Government/Civics ½ Unit Economics
CTAE and/or Modern Language/Latin and/or Fine Arts	3 Units from any of these areas All students are encouraged to earn two units of credit in the same modern language/Latin. NOTE: Students planning to enter or transfer into a University System of Georgia institution MUST take two units of the same modern language/Latin; some schools require 3 units of the same foreign language. NOTE: Some colleges require a unit of Fine Arts such as the University of South Carolina and the University of Tennessee. All students must complete a college and/or career pathway through a coherent series of courses leading to college readiness and/or a career readiness certificate endorsed by related industries. Students may choose from any of the CTAE pathways, a fine arts pathway, a world language pathway, or an advanced academic pathway. Students may earn three units of credit in a coherent sequence of CTAE courses through a self-selected pathway leading to college readiness and a career readiness certificate endorsed by related industries. See your professional school counselor for specific pathway courses.
Health and Physical Education	1 Unit Including: ½ Unit Health ½ Unit Personal Fitness
Electives	4 Units
TOTAL UNITS MINIMUM	23 Units

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

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

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

High School Graduation Assessment Requirements

Students who enter grade 9 for the first time in SY2011-2012 or after:

-Must pass courses associated with an EOC, with EOC contributing 20% to course grade.

Course Selection Process

The following information will be helpful in having a smooth and successful registration.

1. For all CORE classes (English, Math, Social Studies, Science and World Language), the current teacher will make recommendations for the next level. While each teacher will make a recommendation based on the specific core area, it is important to consider the overall course load. If a student and/or parent disagrees with the teacher recommendation, or has concerns about the academic placement, a WAIVER form must be completed. Waivers are due to the school by **April 22nd** and will not be accepted after that date unless the teacher recommendation has changed. All waivers must be turned in to the school counseling office.
2. For ELECTIVE classes, students will choose four electives and two alternates. Students should choose their alternate electives carefully as it is possible that one or more will end up on their schedule.
3. Registration for year-long courses (classes with a semester 1 and semester 2) may not be dropped at the end of the first semester.
4. Seniors may not request Minimum Day once the semester has started. Seniors must request minimum day during registration. All minimum day forms for the 2016-2017 school year must be turned in by April 22nd of the junior year. Students registered for minimum day must leave school the last period of the day.
5. Courses selected during registration should be considered final. Students will have the opportunity to review their course requests and submit changes prior to the end of this school year. Please understand that it is not possible to honor requests for specific teachers, lunch periods or class placement within the school day. All 1750+ students have preferences, and it would be impossible to honor the requests of all students. **The last day to request schedule changes for the 2016-2017 school year will be Friday, April 22nd.** Students will not be able to change their courses or make level changes (i.e. move from Advanced Placement to Honors or Honors to On-level) after April 22nd.
6. Students who do not complete the registration process will have their courses for next year selected for them. Requests for schedule changes will not be honored.
7. COURSE SELECTIONS ARE CHANGED FOR THE FOLLOWING REASONS ONLY:
 - A. If a student failed or has not had the prerequisite for the particular course
 - B. If the student is a senior and needs a specific course to graduate
 - C. If the student has previously received credit for the course

English			
Course Name/Description	Course Number	Credit	Prerequisite
World Lit/Comp (Y) is a college prep course which surveys the words of the early literature of the world through present day.	23.0630011	1.0	1 unit of English credit
ESOL World Lit/Comp (Y) contains the same standards as regular World Lit/Comp. Adaptations in presentation are made to accommodate the needs of the ELL students.	23.0630099	1.0	1 unit of English credit
Honors World Lit/Comp (Y)* is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. It includes literary selections from the entire world of writers.	23.0630003	1.0	1 unit of English credit Teacher Rec
American Lit/Comp (Y) is a college prep class which surveys American works and authors and will provide writing experiences related to the interpretation of literature. <i>(Students will take the Georgia Milestone EOC at the end of this course.)</i>	23.0510011	1.0	2 units of English credit
ESOL American Lit/Comp (Y) contains the same standards as regular American Lit/Comp. Adaptations in presentation are made to accommodate the needs of the ELL students. <i>(Students will take the Georgia Milestone EOC at the end of this course.)</i>	23.0510099	1.0	2 units of English credit
Honors American Lit/Comp (Y)* is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. It covers a variety of literary genres and American writers in a chronological or thematic pattern. <i>(Students will take the Georgia Milestone EOC at the end of this course.)</i>	23.0510003	1.0	2 units of English credit Teacher Rec
AP Eng Language (w/Amer Lit) Comp(Y)** is a college level course that conforms to the College Board recommendations for the Advanced Placement Language and Composition Examination. Emphasis on critical thinking, reading, and writing through the study and discussion of expository, analytical, and argumentative essays. <i>(Students will take the Georgia Milestone EOC at the end of this course.)</i>	23.0530095	1.0	2 units of English credit Teacher Rec
British Lit/Comp (Y) is a college prep course which surveys British works and authors and provides writing experiences related to the interpretations of literature.	23.0520011	1.0	3 units of English credit
ESOL British Lit/Comp (Y) contains the same standards as regular British Lit/Comp. Adaptations in presentation are made to accommodate the needs of the ELL students.	23.0520099	1.0	3 units of English credit
Hnrs British Lit/Comp (Y)* is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. It offers opportunities to improve reading, writing, speaking/listening and critical thinking skills through the study of literary selections from British writers organized chronologically or thematically.	23.0520003	1.0	3 units of English credit Teacher Rec

<p>AP English Literature & Comp (Y)** is a college-level accelerated and enriching course that focuses on the reading and analysis of literary works and the writing of critical essays.</p>	2 3 . 0 6 5 0 0 9 5	1.0	3 units of English credit Teacher Rec
Mathematics			
Course Name/Description	Course Number	Credit	Prerequisite
<p>GSE Geometry (Y) This is the second of a sequence of courses designed to provide students with a rigorous student in mathematics. It includes fundamental of proof, properties of polygon, right triangles, right triangle trig, properties of circles, etc. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i></p>	2 7 . 0 9 9 1 0 1 1	1.0	GSE Algebra I Teacher Rec.
<p>GSE Geometry Support (Y) is used 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.</p>	2 7 . 0 9 9 8 0 1 1 (Support replaces one elective and is taken the semester preceding GSE Geometry)	1.0	Teacher Rec.
<p>GSE Honors Geometry (Y)* The 2nd course in the math sequence. This course contains all of the standards as the on-level course with a few additional standards and more depth. The course is intended for students who completed Algebra in the 8th grade or excelled in Algebra in the 9th grade. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i></p>	2 7 . 0 9 9 1 0 0 3	1.0	GSE Algebra I Teacher Rec.
<p>GSE Accelerated Geom /Algebra II (Y)* This is the 2nd in a sequence of three accelerated courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement (AP) Calculus AB, AP Calculus BC, and AP Statistics. Units of study include extending the number system, quadratic functions, modeling with geometry, applications of probability, inferences & conclusions from data, polynomial functions, rational & radical relationships, exponential & logarithms, trigonometric functions, and mathematical modeling. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i></p>	2 7 . 0 9 9 5 0 0 3	1.0	Acc GSE Alg/ Geom or GSE Algebra and Geometry A Teacher Rec.
<p>GSE Algebra II (Y) The 3rd course in the math sequence. Units of study include using complex numbers in polynomial identities and equations, interpreting the structure of expressions, writing expressions in equivalent forms to solve problems, performing arithmetic operations on polynomials, understanding the relationship between zeroes and factors of polynomials, applying geometric concepts in modeling situations, and more.</p>	2 7 . 0 9 9 2 0 1 1	1.0	GSE Geometry Teacher Rec.
<p>GSE Algebra II Support (Y) is used 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.</p>	2 7 . 0 9 9 9 0 1 1	1.0	Teacher Rec.

GSE Honors Algebra II (Y)* This course contains all of the standards as the on-level course with a few additional standards and more depth. The course is intended for students who complete Honors Geometry.	27.0992003	1.0	GSE Honors Geometry or GSE Geometry Teacher Rec.
GSE Accelerated Pre-Calculus (Y)* This is the 3 rd in a sequence of three accelerated courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including AP Calculus AB, AP Calculus BC, and AP Statistics.. The accelerated course goes into more depth than the on-level course & includes additional standards.	27.0977003	1.0	Accelerated GSE Geometry/ Alg II or Hnrs Alg II Teacher Rec.
GSE Pre-Calculus (Y) This is a 4 th year math course designed to prepare students for calculus and other college level mathematics courses.	27.0974011	1.0	GSE Alg II Teacher Rec.
Adv Mathematical Decision Making (Y) This 4 th 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.	27.0850011	1.0	3 core units of math Teacher Rec.
AP Calculus AB (Y)** is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least one semester of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized.	27.0720095	1.0	Acc GSE Pre-calculus or GSE Pre-calculus Teacher Rec.
AP Calculus BC (Y)** is a course in single-variable calculus that includes all the topics of Calculus B plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series.	27.0730095	1.0	AP Calculus AB Teacher Rec.
Multivariable Calculus (Y)** This course is a continuation of calculus and includes topics such as vectors, vector functions, partial derivatives, multiple integrals, and vector calculus. (**Possible satellite course. This is a 2 semester course that may require an application fee and admittance to the course. Discuss this option with your current math teacher.**)	27.0770003	2.0	AP Calculus AB and BC Teacher Rec. Application Process
AP Statistics (Y)** is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference.	27.0740095	1.0	2 core units of math
Science			
Course Name/Description	Course Number	Credit	Prerequisite
Chemistry I (Y) is a study of the structure, properties and functions of matter, and is the foundation for a variety of fields of	40.0510011	1.0	Biology and

study as well as the basis for much of modern day industry and economics. There is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis.			Alg Teacher Rec.
Honors Chemistry I (Y)* is an accelerated introduction to the study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern day industry and economics. 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.	4 0 . 0 5 1 0 0 0 3	1.0	Hrs Biology and Alg or Biology & Teacher Rec.
Earth Systems (Y) develops explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction will focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena.	4 0 . 0 6 4 0 0 1 1	1.0	Biology (may also be taken as a 4 th science)
Physics (Y) is a detailed study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics, electricity, and magnetism. Vector mathematics and Algebraic analysis are used.	4 0 . 0 8 1 0 0 1 1	1.0	2 units of Science
Honors Physics (Y)* is an accelerated, in-depth study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics and electricity and magnetism. Vector mathematics and Algebraic analysis are used extensively.	4 0 . 0 8 1 0 0 0 3	1.0	Hrs Chem and Acc Geom/Alg II or Chemistry & Teacher Rec.
Forensics (Y) is designed for students to learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.	4 0 . 0 9 3 0 0 1 1	1.0	3 units of Science including Chemistry
Hrs Human Anatomy/Physiology (Y)* is designed to give the student an overview of the structures and functions of the major systems of the human body. The course is intended for a student who is interested in pursuing a career in various medical fields and physical education.	2 6 . 0 7 3 0 0 0 3	1.0	3 units of Science Teacher Rec.
Zoology (Y) is a systematic study of the animal kingdom and their basic identification characteristics. Emphasis will be placed on comparative anatomy and on the methods that each phyla uses to accomplish basic life process.	2 6 . 0 7 1 0 0 1 1	1.0	3 units of Science

AP Chemistry (Y)** is designed to be the equivalent of a college introductory chemistry course usually taken by students who have an interest in biological sciences, physical sciences, or engineering. The Advanced Placement Chemistry course expands the knowledge and skills gained during the introductory high school chemistry course.	4 0 . 0 5 3 0 0 9 5	1.0	Honors Chemistry Teacher Rec.
AP Biology (Y)** is designed to be the equivalent of a college introductory biology course usually taken by biology or other science majors. 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.	2 6 . 0 1 4 0 0 9 5	1.0	Honors Biology and Honors Chemistry Teacher Rec.
AP Environmental Science (Y)** is the scientific systematic examination of the interrelationships of the natural world. The student will be able to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions.	2 6 . 0 6 2 0 0 9 5	1.0	Grades 10-12 Biology and Chemistry Teacher Rec.
AP Physics I (Y)** is Algebra-Based and is the equivalent of a first-semester college course in algebra-based physics. The course covers Newtonian mechanics, work, energy, and power; mechanical waves and sound.	4 0 . 0 8 3 1 0 9 5	1.0	Hnrs Bio, Hnrs Chem, Hnrs Physics and Alg II Teacher Rec.
Social Studies			
Course Name/Description	Course Number	Credit	Prerequisite
World History (Y) is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilizations from the time of recorded history to present.	4 5 . 0 8 3 0 0 1 1	1.0	None For Grade 10
Honors World History (Y)* is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the industrial revolution and from the rise of nationalism to contemporary times. Extensive reading and writing are required.	4 5 . 0 8 3 0 0 0 3	1.0	Teacher Rec. For Grade 10
AP World History (Y)** highlights the nature of changes in international frameworks and their causes and consequences, as well as comparison among major societies. 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.	4 5 . 0 8 1 1 0 9 5	1.0	Teacher Rec. For Grade 10
U. S. History (Y) is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and	4 5 . 0 8 1 0 0 1 1	1.0	None For Grade 11

<p>appreciation of America’s social, political, and economic evolvement from colonization to its current position as a world leader. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i></p>			
<p>Honors U. S. History (Y)* is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America’s social, political, and economic evolvement during the formative years to present. Extensive reading/writing are required. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i></p>	4 5 . 0 8 1 0 0 0 3	1.0	Teacher Rec. For Grade 11
<p>AP US History through Film and Research (Y)** The course targets political and social aspects of history, but also includes diplomatic, economic and intellectual history. The course will involve extensive readings, independent study and frequent written analysis to prepare students for the AP examination. It will also include US History through film as well as research. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i></p> <p>(This is a YEAR-LONG course! Structured for students to complete Part I in the fall and Part II in the spring, earning a total of 3 credits in APUSH, research and film.) **Students will not be able to drop this course in January.**</p>	4 5 . 0 8 2 0 0 9 2 4 5 . 0 8 2 0 0 9 3	3.0	Teacher Rec. For Grade 11
<p>American Government is a study of the local, state, and federal governmental functions. Citizenship rights and responsibilities are emphasized. Focus areas include development of our political system, federalism, civil liberties, political parties, political theory and comparative government. Study of the functions of our executive, legislative, and judicial branches.</p> <p>Principles of Economics is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary/fiscal policies, & international trade.</p>	4 5 . 0 5 7 0 0 1 0 4 5 . 0 6 1 0 0 1 0	½ ½	US History For Grade 12
<p>Honors American Govt.* is an accelerated and deeper study of the American Government curriculum.</p> <p>Honors Economics* is an accelerated and deeper study of the Principles of Economics curriculum</p>	4 5 . 0 5 7 0 0 0 2 4 5 . 0 6 1 0 0 0 2	½ ½	US History Teacher Rec. For Grade 12
<p>AP U.S. Government & Politics (Y)** conforms to the College Board topics for AP US Government & Politics which is the study of local, state, & federal government functions. Focus areas</p>	4 5 . 0 5 2 0 0 9 5	1.0	Hnrs or AP US History Teacher Rec.

include the development of the political system, federalism, political parties, & political theory.			
AP Macroeconomics (Y)** conforms to College Board topics for the AP Macroeconomics Examination. Covers basic economic concepts, measurement and economic performance, national income and price determination and international economics and growth.	4 5 . 0 6 2 0 0 9 5	1.0	Hnrs or AP US History Teacher Rec.
Modern/Classical Languages			
Course Name/Description	Course Number	Credit	Prerequisite
French I (Y) is an introduction to the language and culture of France and other French-speaking countries.	6 0 . 0 1 1 0 0 1 1	1.0	None
French II (Y) is designed to further develop skills learned in French I.	6 0 . 0 1 2 0 0 1 1	1.0	French I
Honors French II (Y)* is designed for the student who has demonstrated superior facility in foreign language and offers a variety of opportunities for enrichment and oral work.	6 0 . 0 1 2 0 0 0 3	1.0	French I and Teacher Rec.
Honors French III (Y)* is designed to further develop a 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.	6 0 . 0 1 3 0 0 0 3	1.0	French II or Hnrs Fren II Teacher Rec.
Honors French IV (Y)* is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the French-speaking world.	6 0 . 0 1 4 0 0 0 3	1.0	Honors French III Teacher Rec.
AP French Language (Y)** is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing.	6 0 . 0 1 7 0 0 9 5	1.0	Honors French IV Teacher Rec.
Spanish I (Y) is an introduction to the language and culture of Spain and other Spanish-speaking countries.	6 0 . 0 7 1 0 0 1 1	1.0	None
Spanish II (Y) is designed to further develop skills learned in Spanish I.	6 0 . 0 7 2 0 0 1 1	1.0	Spanish I
Honors Spanish II (Y)* is designed for the student who has demonstrated superior facility in foreign language and offers a variety of opportunities for enrichment and oral work.	6 0 . 0 7 2 0 0 0 3	1.0	Spanish I and Teacher Rec.
Honors Spanish III (Y)* is designed to further develop a student's communication skills and cultural appreciation of the Spanish-speaking world. The student will be able to participate in a variety of oral and written activities.	6 0 . 0 7 3 0 0 0 3	1.0	Spanish II or Hnrs Span II Teacher Rec.
Honors Spanish IV (Y)* is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the Spanish-speaking world.	6 0 . 0 7 4 0 0 0 3	1.0	Honors Spanish III Teacher Rec.
AP Spanish Language (Y)**	6 0 . 0 7 7 0 0 9 5	1.0	Hnrs Span IV Teacher Rec.

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

Elective Course Offerings

English

Course Name/Description	Course Number	Credit	Prerequisite
SAT Preparation (Y) is a course designed to help prepare students for the SAT test. In addition to reviewing the basic verbal and mathematical skills assessed on the SAT test, students have access to test-taking strategies specific to the exam, practice tests with complete multiple-choice assessments, essays prompts, and study resources. Students spend 9 weeks on the verbal and writing component of the SAT and 9 weeks on the mathematics component of the SAT.	3 5 . 0 6 6 0 0 1 1	1.0	2 units of English credit and 2 units of math credit Grades 11-12
Journalism: Annual I-IV (Y) are courses that explore journalistic writing through the analysis of yearbooks. It concentrates on the purpose, influence and structure, and language use. It also covers news gathering, ethics, copy writing, editing and revising. The course includes layout, circulation and production as minor aspects. Must take BOTH semesters.	I 2 3 . 0 3 2 0 0 1 1	1.0	9 th Lit/Comp credit Application/Teacher Rec. Required (See Ms. Williams-Rm 2202)
	II 2 3 . 0 3 3 0 0 1 1	1.0	
	III 2 3 . 0 3 5 0 0 1 1	1.0	
	IV 2 3 . 0 3 6 0 0 1 1	1.0	

Social Studies

Course Name/Description	Course Number	Credit	Prerequisite
Current Issues (Y)	4 5 . 0 1 2 0 0 9 9	1.0	Grades 11-12

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/economic situations. Intense reading and detailed research are required.			
Psychology (Y) gives a general overview of the principles and concepts of psychology, including learning theory, perception, intellectual, and social development, abnormal behavior, and interpersonal relationships. The purpose of this course is to provide students with a better understanding of the dynamics that shape our own behaviors as well as the behaviors of others.	4 5 . 0 1 5 0 0 9 9	1.0	Grades 11-12
AP Psychology (Y)** is a college level survey course with study in Learning Theory, Abnormal Behavior, and Social Psychology. Extensive reading, writing, and statistical analysis are required by students.	4 5 . 0 1 6 0 0 9 5	1.0	Grades 10-12 Previous AP classes and/or Teacher Rec.
Fine Arts			
Course Name/Description	Course Number	Credit	Prerequisite
Visual Arts: Comprehensive (Y) Introduction to art history, criticism and studio production using elements of art and principles of design	5 0 . 0 2 1 1 0 9 9	1.0	None (9 th -11 th Only)
Drawing & Painting I (Y) Exploration of drawing and painting techniques and media	5 0 . 0 3 1 3 0 9 9	1.0	Visual Art: Comp
Drawing & Painting II (Y) Increased skill development of previous course with exhibition and presentation opportunities	5 0 . 0 3 1 4 0 9 9	1.0	Visual Art: Comp Draw/Paint I
Photography I (Y) Introduction to photographic design, history, critique, negative enlargement and processing safety.	5 0 . 0 7 1 1 0 9 9	1.0	Visual Art: Comp Draw/Paint I or Applied Design
Photography II (Y) Enhances skills acquired in the level 1 class and provides opportunities to apply more complex photographic processes	5 0 . 0 7 1 2 0 9 9	1.0	Visual Art: Comp Draw/Paint I or Applied Design Photography I
Ceramics/Pottery I (Y) Introduction to medium of clay, including methods for forming clay objects, pinching, coiling, and slab. Create as well as appreciate expressive, 3D clay forms	5 0 . 0 4 1 1 0 9 9	1.0	Visual Art: Comp
Ceramics/Pottery II (Y) enhances skills learned in the level 1 course and provides additional opportunities for various clay techniques in hand building and wheel throwing.	5 0 . 0 4 1 2 0 9 9	1.0	Visual Art: Comp Ceramics/ Pottery I
AP 2-D Visual Arts (Y) Students continuing their Visual Arts pathway in two-dimensional media will receive an "AP 2D" label for any of these courses: Drawing & Painting III AP Drawing AP 2D Design	5 0 . 0 8 1 3 0 9 5	1.0	Teacher Rec.
AP 3-D Visual Arts (Y) Students continuing their Visual Arts pathway in three-dimensional media will receive an	5 0 . 0 8 1 4 0 9 5	1.0	Teacher Rec.

<p>“AP 3D” label for any of these courses: Ceramics III Sculpture II AP 3D Design</p>			
Music			
Course Name/Description	Course Number	Credit	Prerequisite
<p>Band III & IV are band performance classes that focus on the basic fundamentals of tone production, music reading, and performance. <i>For registration purposes, this course number is for the 2nd year band student.</i> Students will be placed in the appropriate level band after auditions.</p>	<p>5 3 . 0 3 6 3 0 9 9 5 3 . 0 3 6 4 0 9 9</p>	<p>1.0 1.0</p>	<p>Audition</p>
<p>Intermediate Band I & II are band performance classes that focus on the basic fundamentals of tone production, music reading, and performance. <i>For registration purposes, this course number is for the 3rd year band student.</i> Students will be placed in the appropriate level band after auditions.</p>	<p>5 3 . 0 3 7 1 0 9 9 5 3 . 0 3 7 2 0 9 9</p>	<p>1.0 1.0</p>	<p>Audition</p>
<p>Advanced Band I & II provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. <i>For registration purposes, this course number is for the 4th year band student.</i> Students will be placed in the appropriate level band after auditions.</p>	<p>5 3 . 0 3 8 1 0 9 9 5 3 . 0 3 8 2 0 9 9</p>	<p>1.0 1.0</p>	<p>Audition</p>
<p>Chorus I & II provides opportunities to develop performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. <i>For registrations purposes, this course number is for the 1st year chorus student.</i> Students are placed in the appropriate level chorus after auditions.</p>	<p>5 4 . 0 2 1 1 0 9 9 5 4 . 0 2 1 2 0 9 9</p>	<p>None</p>	<p>1.0 1.0</p>
<p>Intermediate Women’s Chorus provides performers opportunities to increase performance skills and knowledge in mixed choral singing. <i>For registrations purposes, this course number is for the 1st-4th year chorus student.</i> Students are placed in the appropriate level chorus after auditions.</p>	<p>5 4 . 0 2 5 3 0 9 9 5 4 . 0 2 5 4 0 9 9</p>	<p>1.0 1.0</p>	<p>Audition</p>
<p>Intermediate Men’s Chorus enhances level-two skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. <i>For registrations purposes, this course number is for the 1st-4th year male chorus student.</i> Students are placed in the appropriate level chorus after auditions.</p>	<p>5 4 . 0 2 8 3 0 9 9 5 4 . 0 2 8 4 0 9 9</p>	<p>1.0 1.0</p>	<p>Audition</p>
<p>Beginning Orchestra III & IV enhances level-two skills and provide further opportunities to develop performance skills and precision. These classes focus on the basic fundamentals of tone production, music reading, and performance. <i>For registration purposes, this course number is for the 2nd year orchestra student.</i></p>	<p>5 3 . 0 5 6 3 0 9 9 5 3 . 0 5 6 4 0 9 9</p>	<p>1.0 1.0</p>	<p>Audition</p>

Students will be placed in the appropriate level orchestra after auditions.			
Intermediate Orchestra I & II provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. <i>For registration purposes, this course number is for the 3rd year orchestra student.</i> Students will be placed in the appropriate level orchestra after auditions.	5 3 . 0 5 7 1 0 9 9 5 3 . 0 5 7 2 0 9 9	1.0 1.0	Audition
Advanced Orchestra I & II provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. <i>For registration purposes, this course number is for the 4th year orchestra student.</i> Students will be placed in the appropriate level orchestra after auditions.	5 3 . 0 5 8 1 0 9 9 5 3 . 0 5 8 2 0 9 9	1.0 1.0	Audition
Music Theory & Composition I is a study of the rudiments and vocabulary of music. Topics will include notation, intervals, scales, chord construction, melodic and rhythmic dictation, four-part writing, and ear-training. Introduces the fundamentals of organized sound. Emphasizes rules of Western music composition and offers opportunities to create original works. May include using computers for composition.	5 3 . 0 2 1 0 0 9 9	1.0	None
AP Music Theory** Conforms to College Board topics for the AP Music Theory Exam. Covers terminology and notational skills, writing skills, visual analysis and aural skills, and stresses ear training and composition practice.	5 3 . 0 2 3 0 0 9 5	1.0	Teacher Rec
Theatre Arts			
Course Name/Description	Course Number	Credit	Prerequisite
Fundamentals of Drama I (Y) Focus on introductory knowledge of acting, technical and theater history	5 2 . 0 2 1 0 0 9 9	1.0	None
Fundamentals of Drama II (Y) enhances level-one skills by producing and studying children's theatre in depth with performance opportunities	5 2 . 0 2 2 0 0 9 9	1.0	Fundamentals of Drama I
Technical Theatre I (Y) introduces and develops the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.	5 2 . 0 4 1 0 0 9 9	1.0	None
Technical Theatre II (Y) introduces and develops the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.	5 2 . 0 4 2 0 0 9 9	1.0	Tech Theatre I
Acting I (Y) introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, conviction and ideas; enhances self-confidence and self-awareness. Focuses on scene study.	5 2 . 0 6 1 0 0 9 9	1.0	Fundamentals of Drama I

Musical Theatre (Y) introduces and develops 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.	5 2 . 0 3 1 0 0 9 9	1.0	Fundamentals of Drama II or Acting I
Advanced Drama (Y) Students continuing their Theatre Arts Drama pathways will receive an “Adv Drama” label for the following courses: Acting II, III Advanced Drama I, II	5 2 . 0 5 1 0 0 9 9	1.0	Teacher Rec
Business/Career Technology			
Course Name/Description	Course Number	Credit	Prerequisite
Intro to Drafting & Design (Y) is the foundational course and pre-requisite to all other Architectural Drawing & Design courses Pathway Courses: 1. Intro to Drafting & Design 2. Architectural Drawing & Design I 3. Architectural Drawing & Design II	4 8 . 5 4 1 0 0 9 9	1.0	None
Architectural Drawing & Design I (Y) 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. (This is the 2nd course in the “Architectural Drawing & Design Pathway.”)	4 8 . 5 4 5 0 0 9 9	1.0	Intro to Drafting & Design 10 th -12 th grade students only
Architectural Drawing/Design II (Y) 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. (This is the 3rd course in the “Architectural Drawing & Design Pathway.”)	4 8 . 5 4 6 0 0 9 9	1.0	Architectural Drawing & Design I 10 th -12 th grade students only
Industry Fund. & Occupational Safety is the first course in the construction core curriculum that encompasses the basics and fundamentals of common skills spanning a variety of construction occupations. These basic skills include safety, mathematics, hand tools, power tools, blueprint reading. Introduction to Construction The second course will acquaint students with the four major technical occupations that are available in the building industry (carpentry, electrical, masonry, and plumbing). Pathway Courses: 1. Industry Fund & Occup Safety 2. Introduction to Construction 3. Carpentry <u>or</u> Electrical	Students must use two electives and register for both courses. 4 6 . 5 4 5 0 0 9 9 4 6 . 5 4 6 0 0 9 9	1.0 1.0	None
Carpentry I (Y) is designed to teach students the basics of framing with common and engineering lumber. The student will learn to identify, rate, select, and use proper materials	Students must use two electives and register for both courses. 4 6 . 5 5 0 0 0 9 9	1.0	Industry Fund. & Occupational Safety and

<p>in constructing floor and wall systems and related components including proper sub flooring and sheathing materials.</p> <p>Carpentry II (Y) is designed to allow students to properly identify and use materials and methods for constructing various roof systems and installing various windows and doors. (These are the 3rd & 4th courses in the “Carpentry Pathway.”)</p>	4 6 . 5 5 1 0 0 9 9	1.0	Intro to Construction 10 th -12 th grade students only
<p>Carpentry III (Y) Carpentry IV (Y)</p>			
<p>Electrical I (Y) builds on the concepts of electrical safety introduced in Occupational Safety and provides knowledge and basic skills of the hardware and systems used by an electrician.</p> <p>Electrical II (Y) focuses on proper selection, inspection, use, and maintenance of common electrical test equipment; introduces the types and applications of raceways, wire-ways, and ducts; focuses on the types and application of conductors and covers proper wiring techniques, electrical prints, drawings and symbols; covers the electrical devices and wiring techniques common to commercial and industrial construction and maintenance, and covers the electrical devices and wiring techniques common to residential construction and maintenance. (These are the 3rd & 4th courses in the “Electrical Pathway.”)</p>	<p>Students must use two electives and register for both courses.</p> <p>4 6 . 5 6 0 0 0 9 9</p> <p>4 6 . 5 6 1 0 0 9 9</p>	<p>1.0</p> <p>1.0</p>	<p>Industry Fund. & Occupational Safety and Intro to Construction 10th-12th grade students only</p>
<p>Audio & Video Technology and Film I (Y) prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics.</p> <p>Pathway Courses:</p> <ol style="list-style-type: none"> 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III 	1 0 . 5 1 8 1 0 9 9	1.0	None
<p>Audio-Video Technology & Film II (Y) will prepare students for a career in Audio Video Technology and Film production and/or transfer to a postsecondary program for further study. (This is the 2nd course in the “Audio & Video Technology and Film Pathway.”)</p>	1 0 . 5 1 9 1 0 9 9	1.0	Audio and Video Technology & Film I 10 th -12 th grade students only
<p>Audio-Video Technology & Film III (Y) enhances level-two skills and provides entry-level occupational skills. (This is the 3rd course in the “Broadcast Media Pathway.”)</p>	1 0 . 5 2 0 1 0 9 9	1.0	AVTF I and AVTF II 10 th -12 th grade students only
<p>Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation</p>	1 3 . 0 1 1 0 0 9 9	1.0	None

of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites.			
<p>Intro to Business & Technology (Y) provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for career pathways. Students will learn essentials for working in a business environment, and managing and owning a business.</p> <p>Pathway Courses: 1. Intro to Bus & Tech 2. Legal Env of Bus 3. Entrepreneurship</p>	0 7 . 4 4 1 3 0 9 9	1.0	None
<p>Legal Environment of Business (Y) Addresses statutes and regulations affecting businesses, families, and individuals. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. (This is the 2nd course in the "Entrepreneurship Pathway.")</p>	0 6 . 4 1 5 0 0 9 9	1.0	Intro to Business & Technology 10 th -12 th grade students only
<p>Entrepreneurship (Y) 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 business' functional areas of accounting, finance, marketing, and management-and the legal and economic environments in which a new venture operates. (This is the 3rd course in the "Entrepreneurship Pathway.")</p>	0 6 . 4 1 6 1 0 9 9	1.0	Legal Environment of Business 10 th -12 th grade students only
<p>JROTC Navy (NS1) – Cadet Field Manual includes the study of naval heritage, organization, sea power and naval history from colonial times to the 1850's, the study of naval ship missions & organization, an introduction to navigation and maritime geography, basic seamanship including rig and shipboard watch procedures, military drill w/rifles, & physical development.</p>	2 8 . 4 2 1 0 0 9 9 (Cadets are encouraged to choose both NS1 and NS2 so that they are enrolled in JROTC both semesters.)	1.0	None
<p>JROTC Navy (NS2) – Intro to NJROTC includes the study of nautical plotting, rules and regulations, and aids to navigation, as well as the study of American maritime history from 1860 to the end of World War I. Other topics covered include naval career planning, leadership development, oceanography, physical development, military drills, commands shipboard evaluations, health and first aid, physical fitness, and military drill and ceremonies.</p>	2 8 . 4 2 2 0 0 9 9 (Cadets are encouraged to choose both NS1 and NS2 so that they are enrolled in JROTC both semesters.)	1.0	NS 1
<p>JROTC Navy (NS3) – Maritime History builds on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership in students, introduce cadets to the maritime history of the world and the United States</p>	2 8 . 4 2 3 0 0 9 9 (Cadets are encouraged to choose both NS3 and NS4 so that they are enrolled in JROTC both semesters.)	1.0	NS1 & NS2

from the American Revolution through the present time.			
JROTC Navy (NS4) – Nautical Science introduces the various nautical sciences through classroom work and some laboratory time. The development of core skills that students should master is integrated throughout the course and includes geography, oceanography, astronomy, physical science, meteorology, and weather.	2 8 . 4 2 4 0 0 9 9 (Cadets are encouraged to choose both NS3 and NS4 so that they are enrolled in JROTC both semesters.)	1.0	NS3
JROTC Navy (NS5) - Naval Knowledge furtheres the foundation in citizenship and leadership established in Naval Science One and Two and to expound upon the virtues of United States citizenship with knowledge of uses of the world’s waterways through the viewpoint of National power and International law.	2 8 . 4 2 5 0 0 9 9 (Cadets are encouraged to choose both NS5 and NS6 so that they are enrolled in JROTC both semesters.)	1.0	NS4
JROTC Navy (NS6) – Naval Orientation and Skills furtheres the foundation in citizenship and leadership established in Naval Science One and to provide classroom and practical application in Naval Organization and ship.	2 8 . 4 2 6 0 0 9 9 (Cadets are encouraged to choose both NS5 and NS6 so that they are enrolled in JROTC both semesters.)	1.0	NS5
Marketing Principles is the foundational course for the Marketing and Management Pathway. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services.	0 8 . 4 7 4 0 0 9 9	1.0	None
Introduction to Healthcare Science (Y) will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today’s healthcare provider. (This is the foundation course for ALL Health Science Pathways.) Pathway Courses: 1. Intro to Healthcare Science 2. Essentials of Healthcare 3. Sports Medicine	2 5 . 5 2 1 0 0 9 9	1.0	None
Essentials of Healthcare (Y) is a medical-focused anatomy course addressing the physiology of each body system along with the investigation of common diseases, disorders and emerging diseases. (This is the 2nd course in the “Sports Medicine Pathway.”)	2 5 . 4 4 0 0 0 9 9	1.0	Intro to Healthcare Science 10 th -12 th grade students only
Sports Medicine (Y) 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.	2 5 . 4 4 6 0 0 9 9	1.0	Essentials of Healthcare 10 th -12 th grade students only

(This is the 3 rd course in the “Sports Medicine Pathway.”)			
Intro to Culinary Arts (Y) is designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Pathway Courses: 1. Intro to Culinary Arts 2. Culinary Arts I 3. Culinary Arts II	2 0 . 5 3 1 0 0 9 9	1.0	None
Culinary Arts I (Y) course of study includes the development of skills in food safety and sanitation, accident & 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. (This is the 2 nd course in the “Culinary Arts Path.”)	2 0 . 5 3 2 1 0 9 9	1.0	Intro to Culinary Arts
Culinary Arts II (Y) enhances level-one competencies by providing a broader exposure to the food and hospitality industry. Class experiences build on previous instruction. (This is the 3 rd course in the “Culinary Arts Path.”)	2 0 . 5 3 3 1 0 9 9	1.0	Culinary Arts I
Intro to Digital Technology (Y) is the foundational course for Web & Digital Communications, Programming, and Advanced Programming pathways. (This is the foundation course for ALL Informational Technology Pathways.) Pathway Courses: 1. Intro to Digital Tech 2. Computer Science Prin 3. Prgrmmng, Gaming, & Apps 1. Intro Digtl Tech 2. Digital Design 3. Web Design	1 1 . 4 1 5 0 0 9 9	1.0	None
Computer Science Principles (Y) is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. (This is the 2 nd course in the “Programming Pathway.”)	1 1 . 4 7 1 0 0 9 9	1.0	Intro to Digital Tech
Programming, Games, Apps, & Society (Y) is designed for students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. (This is the 3 rd course in the “Programming Pathway.”)	1 1 . 4 7 2 0 0 9 9	1.0	Computer Science Principles
AP Computer Science** (Y) Conforms to the College Board syllabus for the Advanced Placement Computer Science Examination. Covers programming methodology, features of programming languages, fundamental data structures, algorithms, and computer systems.	1 1 . 2 1 6 0 0 9 5	1.0	Teacher Rec. See Coach Hansen
Digital Design (Y) using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics,	1 1 . 4 5 1 0 0 9 9	1.0	Intro to Digital Tech

animation, sound, video and digital imaging for various format. (This is the 2nd course in the “Web and Digital Design Pathway.”)			
Web Design (Y) this course will equip students will the ability to plan, design, and create a website. Students will move past learning how to write code and progress to designing a professional looking website using graphical authoring tools that contains multimedia elements. (This is the 3rd course in the “Web and Digital Design Pathway.”)	1 1 . 4 5 2 0 0 9 9	1.0	Intro to Digital Tech <u>and</u> Digital Design
Work-Based Learning Program			
Internship I (Y) is a course that enables students to participate in a mentor-supervised, on-the-job training experience for career awareness and exploration. Students select a specific career field or industry’s entry-level 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.	7 0 . 4 2 1 0 0 9 9	1.0	12th Grade Only See Mrs. Faulkner for requirements and course label.
Internship II (Y) is a course that enables students to participate in a mentor-supervised, on-the-job training experience for career awareness and exploration. Students select a specific career field or industry’s entry-level 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.	7 0 . 4 2 2 0 0 9 9	1.0	12th Grade Only See Mrs. Faulkner for requirements and course label.

Note: If a student loses gainful employment or transportation and requests to drop Internship **after the 10th day of the semester**, the course will be recorded on the transcript with a grade of 10, and that failing grade will impact the student’s cumulative GPA.

Health/PE			
Course Name/Description	Course Number	Credit	Prerequisite
Health provides a direct and factual approach to health education that is practical, personal, and positive. Health topics include safety, drug education, nutrition, personal health, growth and development building self-esteem and relation-ship skills. By acquiring the knowledge, attitudes, and skills necessary to a healthful life, students learn to take responsibility for their own health. <i>(Required course for graduation.)</i>	1 7 . 0 1 1 0 0 9 8	½	None
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 nature of fitness, assessing individual fitness, developing and maintaining a life-long fitness program, and developing an appreciation for efficient movement	3 6 . 0 5 1 0 0 9 8	½	None

by viewing it as both an art and a science. (<i>Required course for graduation.</i>)			
Introductory Team Sports (Y) is designed to introduce students to three different team sports, ranging from basketball, gym hockey, soccer, speedball, flag football, ultimate Frisbee, team handball, softball, and volleyball. 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.	3 6 . 0 2 1 0 0 9 9	1.0	None
Intermediate Team Sports (Y) provides an opportunity for the students to become more proficient in team sports by advancing their level of skill, strategy and officiating.	3 6 . 0 3 1 0 0 9 9	1.0	Intro Team Sports
Introductory Lifetime Sports (Y) is designed to introduce students to three different lifetime sports to include the following: archery, badminton, bowling, golf, handball, racquetball, table tennis, tennis and wall ball. 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.	3 6 . 0 2 2 0 0 9 9	1.0	None
Intermediate Lifetime Sports (Y) is designed for students to refine existing skills and become more aware of the technical aspects of lifetime sports.	3 6 . 0 3 2 0 0 9 9	1.0	Intro Lifetime Sports
Introductory Outdoor Education (Y) 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.	3 6 . 0 2 5 0 0 9 9	1.0	None
Intermediate Outdoor Education (Y) is designed to promote a more advanced level of proficiency in the skills associated with outdoor education activities.	3 6 . 0 3 5 0 0 9 9	1.0	Intro Outdoor Sports
Aerobic Dance (Y) is designed to introduce female students to a rhythmic program of activities, which promote the development of health related fitness. The course will provide a balance of instruction each week developing cardiovascular endurance, flexibility, and muscular strength and endurance. Activities may include rhythmic jogging, running, aerobic dance, slimmastics, stretching exercises, and creative movement exercises.	3 6 . 0 5 3 0 0 9 9	1.0	None
Advanced Aerobics (Y) offers continuation of activities covered in the Introductory Aerobics course. It includes the continuation of cardiovascular and muscular strength training and emphasizes diet and stress mgt. for females.	3 6 . 0 6 3 0 0 9 9	1.0	Aerobic Dance
Weight Training (Y) is designed to introduce students to a weight-training program that will promote over-all body fitness. The	3 6 . 0 5 4 0 0 9 9	1.0	None

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.			
Advanced Weight Training (Y) is designed to build on the principles and concepts taught in Weight Training to promote over-all body fitness.	36.0640099	1.0	Weight Training
Miscellaneous			
Course Name/Description	Course Number	Credit	Prerequisite
Mentorship I (Y) enables students to serve as an administrative aide during one period of the daily schedule. Application Required-Available in front office	70.0110099	1.0	(11 th & 12 th grade only)
Mentorship II (Y) enables students to serve again as an administrative aide during one period of the daily schedule. Application Required-Available in front office	70.0120099	1.0	(11 th & 12 th grade only)
Minimum Day-Semester I (Y) See your counselor for requirements and course label.	00.0001700	No Credit	12 th Grade Only
Minimum Day-Semester II (Y) See your counselor for requirements and course label.	00.0003200	No Credit	12 th Grade Only

** Minimum Day: Seniors must pass all classes to maintain athletic eligibility

** Mentorship: Mentorship may not be taken with minimum day; students must be on track for graduation.

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