



2017/2018

HIGH SCHOOL

Curriculum Course Guide

“Every Student: College and Career Ready”

Board of Education

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High School Curriculum Guide for Parents and Students 2017-2018 School Year

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Washington High School

I. Introduction

Letter from the Chief of Schools & Academics



Donyall Dickey, Ed.D.
CHIEF SCHOOLS & ACADEMIC OFFICER
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Dear Parent/Guardian:

As outlined in the Atlanta Public Schools' mission, our district is committed to ensuring that our students are equipped with life-filled choices and are prepared to enter their postsecondary option, may it be college or the workplace. This requires that they are armed with the essentials for college and career readiness in a twenty-first-century, globally competitive society.

As such, we are being propelled to change – our students' high school pathway must include diverse experiences that address not only the core content, but also afford them the opportunity to tap into their strengths, talents, and areas of interest, so they are best positioned to not only beat the odds, but change the odds.

This curriculum guide outlines our graduation requirements, various academic programs, and assessments. It is intended to serve as a resource that will best inform your decision-making regarding your child's 2017-2018 school year.

Thank you for choosing Atlanta Public Schools for your child's educational journey.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Dickey', written over a light blue horizontal line.

Donyall D. Dickey, Ed.D
Chief Schools & Academic Officer

Purpose of this Guide

The purpose of this curriculum guide is to assist parents and students in planning the most appropriate program for the next school year in Atlanta Public Schools. This guide provides pertinent information that will help prepare our students to be college, career, and life-ready graduates. Among its pages, are the district's high school graduation requirements, and an overview of the various curriculum offerings, including information about career-themed pathways, as well as course descriptions with the designated number of credits offered and applicable prerequisites, and course progressions.

Note that not all schools offer all the courses listed in this curriculum guide. It is imperative that the interested high school is contacted for confirmation regarding its specific slate of courses. As parents and students use this curriculum guide to develop a course of study and career path, they are strongly encouraged to speak with the school's guidance counselors and teachers, who are knowledgeable and are poised and ready to provide targeted assistance and support.

All information contained in this handbook is applicable for the 2017-2018 school year. However, as Atlanta Public Schools and the state of Georgia continue to outline a path of excellence to ensure that all students are college and career ready, updates will be provided each year in a revised guide for parents and students. This is a living document optimized to be used in a digital format.



II. APS High School Policies

Graduation Requirements

The graduation requirements, along with new state curriculum standards and assessments, will help ensure that more students finish school ready to thrive in the new knowledge-based, high-tech 21st century economy.

In support of student success, the Atlanta Board of Education shall offer programs of study that permit students to earn unit credit in grades 9 through 12 leading to graduation with a diploma that prepares students for post-secondary education and careers. To participate in any graduation exercises or ceremonies, Atlanta Public Schools seniors must meet all of the requirements specified below for a regular education diploma or a special education diploma. Students enrolled in Programs for Exceptional Children (PEC) whose Individualized Education Programs (IEP) indicate that they are unable to meet these requirements shall be allowed to participate in graduation exercises and ceremonies.

Course Requirements

| Area of Study | Units Required for Ninth-Graders Entering in 2013-2014 and Beyond Required Courses in Italics |
|-----------------------|--|
| English Language Arts | 4 Units: <ul style="list-style-type: none">• 1 unit <i>Ninth Grade Literature/Composition</i>• 1 unit <i>American Literature/Composition</i>• 2 units <i>English Language Arts Core, including AP/IB courses</i> |
| Mathematics | 4 Units: <ul style="list-style-type: none">• 1 unit <i>GSE Algebra-I or equivalent</i>• 1 unit <i>GSE Geometry or equivalent</i>• 1 unit <i>GSE Algebra-II or equivalent</i>• 1 additional unit <i>Mathematics Core, including AP/IB courses</i> <p><i>*See requirements for students with disabilities below</i></p> |
| Science | 4 Units: <ul style="list-style-type: none">• 1 unit <i>Biology</i>• 1 unit <i>Physical Science or Physics</i>• 1 unit <i>Chemistry or Earth Systems or Environmental Science or an AP/IB course</i>• 1 unit <i>Science Core, including AP/IB courses</i> |
| Social Studies | 3 Units: <ul style="list-style-type: none">• 1 unit <i>United States History</i>• 1 unit <i>World History</i>• ½ unit <i>Economics/Business/Free Enterprise</i>• ½ unit <i>American Government/Civics</i> |
| Modern Language/Latin | 2 Units: <ul style="list-style-type: none">• 2 units of the same modern language, Latin, American Sign Language, or computer science with an emphasis on coding and programming |

| Area of Study | Units Required for Ninth-Graders Entering in 2013-2014 and Beyond Required Courses in Italics |
|--|--|
| Career, Technical and Agricultural Education, Modern Language/Latin or Fine Arts | 1 Unit |
| Physical Education | 1 Unit <ul style="list-style-type: none"> • <i>½ unit Personal Fitness</i> • <i>½ unit PE Elective</i> |
| Health | ½ Unit <ul style="list-style-type: none"> • <i>½ unit Personal Health</i> |
| Community Service | ½ Unit |
| Required | 20 Units |
| Electives | 4 Units <ul style="list-style-type: none"> • <i>3 units related to the same state-defined thematic pathway</i> |
| Total | 24 Units |

*Students with disabilities who take and pass GSE Algebra-I, or its equivalent in conjunction with a mathematics support class and GSE Geometry, or its equivalent in conjunction with a mathematics support class upon determination through the Individualized Education Plan process may meet diploma requirements by completing GSE Algebra-II or its equivalent for a total of 3 mathematics credits. Completion of 3 units of mathematics may not meet mathematics admission requirements for entrance into a University System of Georgia institution or other postsecondary institution without additional coursework.

Additional Requirements and Stipulations

- Students who enroll in the ninth grade in the 2013-14 term and beyond shall:
 - earn unit credit in grades 9 through 12 as specified in Item 10 below, and
 - meet all state assessment requirements.
- Units for graduation shall be awarded only for courses approved by the Georgia Board of Education for grades 9 through 12. The Individualized Education Program (IEP) shall specify whether core courses taken as a part of an IEP shall receive core unit credit.
- The same course shall not be used to satisfy more than one unit requirement toward graduation.
- Courses that earn unit credit are listed in state rule 160-4-2-.20, *List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years*.
- A unit of credit shall be awarded to students based on demonstration of mastery of state standards in the course (a numerical grade of 70 or higher). See policy IHA Grading Systems and regulation IHA-R(1) Grading Systems – Grading Expectations.
- Unit credit shall be awarded to students participating in dual enrollment programs based on the requirements in policy IDCH, *Dual Enrollment Programs* and state rule 160-4-2-.34 *Dual and Joint Enrollment Programs*.

7. Unit credit shall be awarded to students who pass courses in the Atlanta Virtual Academy or Georgia Virtual School based on the requirements of state rule 160-8-1-.01.
8. Students shall be promoted and retained based on the requirements of policy IHE Promotion and Retention and administrative regulation IHE-R(1) Promotion and Retention.
9. Students shall meet the graduation requirements in effect at the time of their enrollment in the 9th grade, regardless of changes in requirements affecting subsequent classes.
10. Students transferring from private schools, home study programs, or other states or countries shall meet the graduation requirements that apply to the cohort of students in the grade in which they enroll. The transcripts of transfer students for whom it is not possible to meet an Atlanta Public Schools graduation requirement by the end of the senior year shall be evaluated on a case-by-case basis.
11. Students who officially withdraw from school and re-enroll in school at a later date shall be subject to the following requirements:
 - Students returning to school after having been withdrawn from school for one academic year or more must meet the graduation requirements that apply to the cohort of students in the grade in which they re-enroll. However, if students have transferred from school to school but have been consistently enrolled, the original graduation criteria apply.
 - Students returning to school after having been withdrawn from school one academic year or more who meet all assessment requirements in effect when they were last enrolled in a Georgia public school shall be eligible for exemption from the assessment requirements in effect for the cohort of students in the grade in which they re-enroll. However, the students must meet all requirements for attendance and units.
12. Students shall be promoted at the end of second semester or summer session of each year.
13. Students must meet all state assessment requirements for their cohort as referenced in state board rule 160-3-1-.07 Testing Programs – Student Assessment.
14. Test accommodations for students with disabilities shall be provided as required in State Rule 160-3-1-.07 Testing Programs – Student Assessment.
15. The following secondary school credentials shall be awarded:
 - High School Diploma - the document awarded to students who meet all attendance requirements, unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.
 - Special Education Diploma - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment or who have not completed all of the requirements for a high school diploma but who have completed their Individualized Education Programs (IEP).
16. Progress made by secondary students toward completion of high school graduation requirements shall be documented and reported to students and parents on a regular basis in the form of a progress report. The transcript shall serve as the official record. Paper transcripts are official only when embossed with the school's seal.

17. Interventions and support for acceleration and enhancement shall be available to assist students in meeting requirements for graduation.
18. Students are prohibited from substituting and exempting courses in the required minimum curriculum with exceptions listed below.
19. Students accepted for international exchange programs may receive course credit but are not eligible to earn a high school diploma.

EXCEPTIONS

Graduation for Students with Significant Cognitive Disabilities

Appropriate curriculum and assessment shall be provided for students with disabilities. Students with significant cognitive disabilities may graduate **and** receive a regular high school diploma when the student's IEP team determines that the student has:

- completed an integrated curriculum based on the GPS that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction, **and**
- participated in the Georgia Alternative Assessment (GAA) during middle school and high school and earned a proficient score on the high school GAA test, **and**
- reached the 22nd birthday **or** has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the Atlanta Public Schools.

Modern Language/Latin

Students whose native language is not English may receive an exemption from the requirement by demonstrating proficiency in the native language pursuant to state board rule 160-4-2-.48. Students who receive exemptions from this requirement shall substitute core courses for the two required modern language units.

Physical Education

1. One full unit of advanced band may be substituted for the one-half required elective unit of physical education. Students must complete one-half unit of personal fitness.
2. Three units of credit in Junior Reserve Officer Training Corps (JROTC) shall satisfy the one-half required unit of health and the one-half required unit of personal fitness if the courses include comprehensive health and physical education requirements specified in state board rule 160-4-2-.12. *Comprehensive Health and Physical Education Program Plan*. JROTC students must complete the one-half required unit of elective physical education.
3. Students completing two or more varsity athletic programs sanctioned by the Georgia High School Athletic Association (GHSA) may exempt the one-half required unit of elective physical education *without* earning unit credit. Completion of the athletic programs shall be verified by the APS Athletics Department and submitted to the principal. Students must earn 24 units of credit in order to graduate.

High School Courses Taken in Middle School

Unit credit may be awarded for courses offered in the middle school grades that meet the following criteria:

- The course must meet all 9 through 12 state curriculum standards.
- The transcript record for the course must include a Milestones End-of-Course (EOC) score if an EOC is required by the Georgia Department of Education.
- Grades must incorporate EOC scores, as applicable, and the student must earn a grade of 79 or better.

The unit(s) earned in middle school shall be posted on the high school transcript, but grades for these courses shall not be used to calculate grade-point averages for purposes of class rank or HOPE scholarship eligibility. Unit credits earned at the middle school may be used to exempt core course requirements, and students may take accelerated coursework in those content areas as appropriate based upon the individual student's graduation plan.

Transcripts shall reflect the middle school course work and grades of students who transfer from another state or country which allows 8th grade credits to count toward graduation. However, middle school grades shall not be used to calculate grade-point averages for purposes of class rank or HOPE scholarship eligibility.

Grading

The purpose of academic grades in the Atlanta Public Schools (APS) is to provide timely feedback to students, parents and teachers about how each student is progressing toward mastering standards. Academic grades in APS shall reflect student mastery of academic standards and shall not include behavioral factors. The superintendent shall also establish a separate evaluation of students' work ethic to communicate about students' progress toward non-academic goals such as conduct and attendance. The board authorizes the superintendent to issue administrative regulations to implement this policy to ensure a consistent district-wide system of student evaluation.

Factors regulating the determination and management of grades include the following:

1. Beginning in 2016-17, students in kindergarten will receive a standards-based evaluation of their mastery of grade-level standards (Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner). Standards-based grading will be phased in for grades 1 through 3 in subsequent school years. Students in grades 1 through 3 may receive numeric grades until standards-based grading is phased in for these grade levels district-wide.
2. Students in grades 4-12 will receive numeric grades.
3. Pursuant to state law, the minimum passing score will be 70 for all courses taught in grades 4-12.
4. State End-of-Course (EOC) assessments administered in high school courses must be used as the final examination for the course and must be factored into the final grade for the course in accordance with state board of education rule.

Student numerical grades will be based on the following grading scale:

| | |
|------------|--|
| A = 90-100 | Distinguished mastery of state standards |
| B = 80-89 | Proficient mastery of state standards |
| C = 70-79 | Developing mastery of state standards |
| F = 0-69 | Beginning mastery of state standards |
| NG = | No evaluation at this time. |

High School Grade-Point Averages

To recognize the additional effort required of students who enroll in Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and college-level courses in core content areas and world languages taken while dually enrolled at an accredited postsecondary institution, 10 points will be added to the final numeric grade for each AP, IB or core dual-enrollment course that is passed with a grade of 70 or above.

The weighted numeric grade-point average shall be calculated based on all numeric grades earned in grade levels nine (9) through 12, including grades for all college-level courses taken while dually enrolled at an accredited postsecondary institution. Grades earned for qualifying high school courses taken at the middle-school level shall be included on the transcript, but shall not be factored into the weighted numeric grade-point average for class-ranking purposes.

Transferring Grades

APS accepts transfer grades for elementary, middle, and high school students who transfer from schools outside the Atlanta Public Schools in accordance with [state board rule 160-5-1-.15 Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades](#). See regulation JBC-R (4) School Admissions – Transferring Credits.

APS shall accept grades issued by public schools and private schools accredited by agencies recognized by the Georgia Board of Education. Course grades from transcripts issued by accredited schools shall be transcribed exactly and shall not be changed.

When a transcript with letter grades is submitted for a student transferring to APS, it is the parent/guardian's responsibility to request an official school system document or a notarized statement on the transferring system's letterhead with the actual numerical grade the student earned for each course. If that information cannot be determined by the sending school, the following conversion scale will be used.

| Letter Grade | Numerical Grade Transcribed to APS Transcript |
|--------------|---|
| A+ | 100 |
| A | 95 |
| A- | 90 |
| B+ | 89 |
| B | 85 |
| B- | 80 |
| C+ | 79 |
| C | 75 |
| C- | 70 |
| D+ | 70 |
| D | 70 |
| D- | 70 |
| F | 60 |

APS staff trained in international transcripts and international educational practices will review and transcribe all international transcripts. Numeric grades will be assigned in accordance with recognized grade equivalency scales.

Grades issued in a non-accredited school or home study setting will be recorded as Satisfactory (S) or Unsatisfactory (U). No numeric or letter grades will be recorded.

Late Enrollment

1. No grade is required on a report card if a student has been enrolled in the school for less than 20 school days of the grading period and no grades have been received from the sending school.
2. Students entering from another public or accredited private school will be subject to the grades provided by the former school. The grades earned in APS during the enrollment period will be combined with these grades to determine the final grade for the student.
3. For students who entered mid-semester without grades (including from home school or a non-accredited school), the school should evaluate each situation, assess the students' mastery of the standards covered during the portion of the semester the student has missed, and develop a plan for any required make-up work and assessments for grading purposes. Students may receive an Incomplete (I) on the report card temporarily. (See Section 4. Incompletes.)

Students who enroll after the deadline without transfer grades will receive the code No Grade – “NG” on the report card. Grades of “NG” will not be calculated into student grade-point averages (GPAs) or class rankings.



III. Special Recognitions

Advanced Placement (AP) Scholars Awards Programs

Each year, the College Board recognizes high school students who have demonstrated college-level achievement through Advanced Placement courses and exams. Recipients receive an award certificate and notation is made on AP Grade Reports sent to colleges the following fall. (Students do not receive any monetary award from the College Board.)

AP SCHOLAR

- Awarded to students who receive grades of 3 or higher on three or more AP exams.

AP SCHOLAR WITH HONOR

- Awarded to students who receive an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams.

AP SCHOLAR WITH DISTINCTION

- Awarded to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these exams.

AP STATE SCHOLAR

- Awarded to the one male and one female student in each U.S. state and the District of Columbia with grades of 3 or higher on the greatest number of AP exams, and then the highest average score (at least 3.5) on all AP exams taken.

NATIONAL AP SCHOLAR

- Awarded to students in the U.S. who receive an average grade of at least 4 on all AP Exams taken, and grades of 4 or higher on eight or more of these exams.

Fine Arts Diploma Seal

The Fine Arts Diploma Seal is awarded to graduating high school students who complete a Georgia Fine Arts Pathway and engage in creative industry focus courses, extracurricular activities, and experiences that foster fine arts mastery.

The diploma seal is a signal to employers and higher education institutions that a student is prepared to participate in the creative economy

The criteria for the seal are as follows:

- Complete a Fine Arts Pathway consisting of a minimum of three courses in one of the fine arts subject areas. These areas include dance, music, theatre and visual arts. Pathway completion denotes mastery in one art form.
- One credit is required in either a CTAE course that provides a creative industry skill focus for students or a fourth fine arts course, and two fine arts related extracurricular activities.
- Students must share their talent and industry knowledge by providing at least 20 hours of arts-related community service and present a capstone presentation on their experiences.

International Baccalaureate (IB) Diploma

The International Baccalaureate Diploma is awarded to students who complete core requirements, including

- Complete an extended research paper, over the last two years of high school.
- Take and score 24 out of 45 possible points on the International Baccalaureate Diploma Programme exams in at least six subjects.

International Skills Diploma Seal

The International Skills Diploma Seal is awarded to graduating high school students who complete an international education curriculum and engage in extracurricular activities and experiences that foster the achievement of global competencies. It is a signal to employers and higher education institutions that a student is prepared to participate in the global economy. High schools must submit their intent to offer the seal to qualifying graduating high school seniors in December of the year of awarding the seal.

The criteria for the seal are as follows:

- At least three (3) credits in the **same** world language and/or ESOL
- At least four (4) credits in courses determined to have an international focus
- At least four (4) extracurricular activities and experiences with global themes and/or in global contexts (e.g., exchange programs, international and language clubs, travel abroad)
- Twenty (20) hours of community service involving a global/cross-cultural public service project
- Capstone presentation on the knowledge gained in the courses and activities associated with the criteria

Seal of Biliteracy

The Seal of Biliteracy recognizes high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

The criteria for the seal are as follows:

- Completion of all English Language Arts (ELA) requirements for graduation with an overall grade point average of 3.0 or above in the ELA classes
- Proficiency in one or more languages other than English, demonstrated by passing a world language Advanced Placement exam with a score of 4 or higher or a Language B International Baccalaureate exam with a score of 5 or higher

IV. Assessments

The Atlanta Public Schools testing program is a combination of National, State, and District assessments. The measured outcomes of each assessment and the curriculum assessed vary. The assessments are utilized to determine the strengths and weaknesses of students as well as the instructional program.

National

Atlanta Public Schools participates in the administration of National Assessments such as National Assessment of Education Progress (NAEP), preliminary SAT/National Merit Scholarship Qualifying Test (PSAT), Scholastic Assessment Test (SAT), ACT, and the College Board's Advanced Placement exams.

- National Assessment of Educational Progress (NAEP) is administered in grade 12 at the high school level. NAEP, also referred to as the Nation's Report Card, is a uniform assessment of student performance administered across the nation by the National Center for Educational Statistics (NCES). Atlanta Public Schools voluntarily participates in the Trial Urban District Assessment (TUDA) and has its NAEP results, along with other TUDA districts, individually reported. Other school districts participate in NAEP, but their scores are only included in their overall state's NAEP results. These assessments are administered and monitored by NCES and their designated contractors.
- PSAT (Preliminary SAT/National Merit Scholarship Qualifying Test) is administered in October to all students in 10th and 11th grade students. Funding is provided for all 10th and 11th grade students. Scores of 11th grade students determine eligibility for National Merit Scholarships.
- SAT (Scholastic Assessment Test) is administered several times each year at sites designated by the testing company. Juniors are encouraged to take the SAT in the spring of their junior year and again in the fall of their senior year. Students should determine if colleges to which they are applying require the SAT.
- ACT exams are administered several times each year at sites designated by the testing company. Juniors are encouraged to take this test in the spring of their junior year and again in the fall of their senior year.
- Advanced Placement (AP) exams are administered in May for college placement. Students who take AP courses are encouraged to take the AP exams.

State

Testing materials, security guidelines, and administration procedures are provided by the State of Georgia for the following assessments. Atlanta Public Schools implements the statewide testing program as required by the State Board of Education. The school system complies with State Board Rules and State law governing the administration of all tests. Information about the SBOE rule 160-3-1-.07 on State Testing Programs is found in the [Student Assessment Handbook](#).

The following state assessments apply to secondary school students.

- ACCESS for English Learners (EL) in grades K-12 and Alternate ACCESS for ELs in grades 1-12
 - Reading, Writing, Listening, and Speaking
- Georgia Milestones Assessment System
 - English Language Arts (ELA), Mathematics, Science, and Social Studies
- Georgia Alternate Assessment (GAA)
 - English Language Arts (ELA), Mathematics, Science, and Social Studies

Local

Atlanta Public Schools offers district level assessments including CAAS Universal Screener and Benchmarks. These assessments are administered to gain information about a student's mastery of course standards and informs placement in advance or support courses.



Carver High School

V. Special Programs

Gifted

Overview

The Gifted and Talented Education program in Atlanta Public Schools strives to create competitive, critical and creative thinkers in the 21st century. Programming is organized to ensure continuous development of advanced learners throughout their educational career in grades K-12. Gifted and Talented Education provides appropriate differentiated instruction to assist gifted students reach their maximum potential and become college and career ready.

Program Eligibility

Gifted eligibility will be determined based upon qualifying scores found through Atlanta Public Schools' approved assessments. Supporting data shall be gathered in each of the four categories: Mental Ability, Achievement, Creativity, and Motivation.

Delivery Models

High school students are served utilizing various delivery models in Atlanta Public Schools. The primary delivery model is Advanced Content inclusive of Advanced Placement (AP) and/or International Baccalaureate (IB) classes. The AP/IB classes are taught by teachers who are trained by the College Board and/or International Baccalaureate Organizations. In addition to those programs, the teacher must have professional development in the characteristics and curriculum design for gifted learners or be gifted endorsed. Some students receive their gifted service through the Collaborative Model. These students are served through their content area of strength, Language Arts, Social Studies, Science, and/or Math by a general education teacher who collaborates with a gifted endorsed teacher. Through this collaboration, the content is differentiated to challenge the gifted student. Additionally, students are served through Directed Study and Gifted Mentorship and/or Internship. These courses are more independent in nature and provide the student with an opportunity to advance her/his learning through an in-depth academics study or a partnership with a mentor and a facilitating teacher. While Directed Study may be taken at the freshmen level, mentorship and internship are offered to students at the junior and/or senior level only. There is an additional seminar course that students may take before enrolling in the gifted section of mentorship or internship. Advanced Content, Collaboration, Directed study, and Gifted Mentorship/Internship meet the requirements of the Georgia Board Rule 160-4-2-.38.

English to Speakers of Other Languages (ESOL)

Overview

The English to Speakers of Other Languages Program ensures that students develop the skills they need to function and reach their potential as members of our society. It is critical that instructional approaches, both in ESOL and general education classes, accommodate the needs of the district's linguistically and culturally diverse student population. Thus, the APS ESOL Program emphasizes social and academic language proficiency and academic achievement in all content areas. Additionally, the APS ESOL Program assists in developing an APS community that is inclusive of our parents who are limited English speaking. The Office of ESOL & World Languages provides translation and interpretation services and classes and workshops for limited English speaking parents.

Program Eligibility

The English to Speakers of Other Languages (ESOL) program is offered to all English Learners who meet the eligibility criteria as established by the state of Georgia. Any student who has a language other than English noted on the APS Student Enrollment Form is required by federal law to be screened for ESOL program eligibility.

Delivery Models

The APS ESOL program utilizes the state-approved delivery models for ESOL instruction. The delivery model is determined by the local school in conjunction with support and guidance from the district ESOL staff. The following chart outlines and describes the ESOL Program Delivery Models used in APS:

| Delivery Model | Description | Grade Band Usage Approval |
|---|--|--------------------------------------|
| Pull Out | Students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher | ES |
| Push In | For use within reading, language arts, mathematics, science or social studies classes; Students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher | ES, MS, HS |
| Scheduled Class | Students receive language assistance and/or content instruction in a class composed only of English learners; Teacher must be certified in content area and hold ESOL endorsement or certificate | ES, MS, HS |
| State-Approved Innovative: Blended Model | An innovative delivery model approved in advance by the Georgia Department of Education. The Blended Learning Model combines direct face-to-face instruction from the ESOL teacher with time on a computer-based program. | ES, MS, HS |
| State-Approved Innovative: Reduced-Class Size Model | An innovative delivery model approved in advance by the Georgia Department of Education. The reduced-class size model is a class comprised of English Learners and non-English Learners with a smaller class size and is taught by a teacher who is highly qualified in Early Childhood and in ESOL. | ES |
| Dual Language Immersion | Students participating in a dual language immersion program receive language support during the English portion of their academic day | Available at District-Approved Sites |

School-Home Connection

The APS Office of ESOL & World Languages works with all schools and district departments to support the needs of limited English families by providing translation and interpretation services and parent outreach activities in languages other than English. Families who need assistance in understanding any school or district communication, or in communicating with school or district staff, should call 404-802-7580. In accordance with federal law, limited English parents have the right to be provided interpretation services at no cost to the family.

Students with Disabilities

Overview

The Individuals with Disabilities Education Act (IDEA) guarantees students with disabilities the right to be educated with their peers in the general education classroom to the maximum extent appropriate. The IEP team determines the supports and accommodations necessary for successful participation in the general education classroom and other special education services as needed. One component of implementing IDEA legislation is determining effective practices to educate students with disabilities in general education classes alongside their peers without disabilities.

Program Eligibility

The Department of Special Education offers a broad continuum of services for students beginning at age three (3) through twenty-one (21) years of age. Following a comprehensive assessment that may include a psychological evaluation, educational testing, speech-language assessment, audiological testing and other assessments, a student may be eligible to receive services in one or more of the following categories:

- Autism
- Deafblind
- Deaf/Hard of Hearing (D/HH)
- Emotional & Behavioral Disorder
- Intellectual Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Significant Developmental Delay
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visual Impairment & Blindness

Delivery Models

Students with disabilities benefit both educationally and socially from receiving instruction with their nondisabled peers in a variety of school and community settings including both special education and general education with and without supports. In order to receive this benefit, the IEP committee must make decisions concerning the extent and placement of the student in their least restrictive environment. Classes serving students with disabilities are located in high schools, and psycho-educational centers (GNETS), and Hillside Residential Center. Delivery models for instruction include a continuum of services and personnel supports. Models of support include consultation, supportive instruction, collaboration, co-teaching and special education resource.

Move On When Ready (Earning College Credit in High School)

• Early College

The Early College program affords students the opportunity to earn a high school diploma with the potential to earn an Associate's Degree or two years of college credit towards a Bachelor's Degree in five years or less. This is accomplished by offering students a challenging high school curriculum along with college courses through the partnering college and/or university. Admission criteria varies based upon the participating college and/or university admission guidelines. For more details, please see your child's counselor.

• Dual Enrollment

Dual Enrollment courses provide opportunities for high school students to take college-level courses and earn concurrent credit toward a high school diploma and a college degree. In the state of Georgia, students may enroll in dual enrollment options as early as 9th grade as determined by the admission criteria of the local college, university, or technical college. For more detail, please consult your child's counselor.

- **Advanced Placement®**

The Advanced Placement (AP) Program affords high school students the opportunity to take college-level courses while in high school. All AP courses are audited by College Board and must meet its requirements in order to receive the AP designation. Research has shown that taking AP courses prepare students for the rigorous demands of college. Additionally, successful completion of AP courses and AP exams can play a significant role in the college admissions process. APS believes that all students deserve access to the rigor of advanced coursework and can be successful with the appropriate support. The purpose of this document is to better prepare students and parents for AP courses.

Guided decision-making questions to ponder about taking AP courses:

- How do you work independently?
- How will you manage the increased homework (1-2 hours per night per AP course) and expectations of AP courses?
- How diligently are you willing to work to be successful in the course?
- Speak to the teacher of the course - what are the specific expectations of that teacher/that course?
- What kinds of support do you feel you need to be successful in an AP course (i.e. tutoring, writing preparation, reading preparation, study skills)? How will you develop that support?
- What is your understanding of the significance of the AP exam at the end of the year? How will you benefit from studying for the exam and striving to do your best

AP Course Expectations

1. Intense reading and writing assignments
2. Additional research and study necessary to analyze all the material covered in the course
3. Student's desire and ability to work independently and push him/herself academically and intellectually
4. Engagement in the study of subject matter beyond just learning facts – in-depth analysis and synthesis of material
5. Requirement that students take the AP test at the end of the year with the expectation the exam will be taken seriously
6. There are specific subject area/individual course expectations:
 - The student -
 - **Art History** – utilizes visual analysis skills and understands how art is a part of history and cultures
 - **Computer Science** – demonstrates a working knowledge of computer programming
 - **English** – reads and responds to works of fiction and non-fiction analytically and critically; develops a writing voice with an understanding of audience and purpose; reads and analyzes texts from various genres
 - **Math** – problem-solves; demonstrates abstract and analytical reasoning; uses logic, inductive, and deductive reasoning to draw conclusions and solve problems; translates among graphic, numeric, tabular, and verbal representations of functions and relations
 - **Music Theory** – reads and writes music notation and performance skills in voice or on an instrument
 - **Sciences** – demonstrates an analytical approach to material; designs and conducts scientific investigations and produces high level lab reports

- **Social Sciences** – constructs a logical historical argument; reads, analyzes, and interprets primary resources; develops a historical perspective in both written and verbal format; understands and explains the reasons for different points of view
- **Studio Arts** – demonstrates technical skill, conceptual thinking, originality in work; is open to more than one perspective; able to evaluate own art and accept critique from others; takes creative ideas to fruition
- **World Languages** – demonstrates intensive development of the target language; understands and can interpret the spoken and written language; demonstrates an understanding and appreciation of other perspectives and cultures

*** **AP Course Offerings**

| | | |
|--|--|--|
| Arts <ul style="list-style-type: none"> • Art History • Music Theory • Studio Art 2-D Design • Studio Art 3-D Design • Studio Art Drawing | English <ul style="list-style-type: none"> • English Language & Composition • English Literature & Composition | History & Social Sciences <ul style="list-style-type: none"> • Comparative Government & Politics • European History • Human Geography • Macroeconomics • Microeconomics • Psychology • US Government & Politics • US History • World History |
| STEM <ul style="list-style-type: none"> • Biology • Calculus AB • Calculus BC • Chemistry • Computer Science A • Computer Science Principles • Environmental Science • Physics 1 • Physics 2 • Physics C: Electricity & Magnetism • Physics C: Mechanics • Statistics | World Languages & Cultures <ul style="list-style-type: none"> • Chinese Language & Culture • French Language & Culture • Latin • Spanish Language & Culture • Spanish Literature & Culture | AP Capstone <ul style="list-style-type: none"> • Seminar • Research |

*** **Schools determine which AP courses will be offered based upon students' interests.**

Non-Traditional Education Opportunities

• **Adult Learning Program**

Our adult learning program is for adults who desire to increase their basic skill levels in reading, mathematics, writing or the English language; and to prepare them to successfully complete the GED.

Areas of Instruction

- GED Preparation
- Reading & Writing

- Math Proficiency
- Effective Communication Skills
- Technology
- English to Speakers of Other Languages (ESOL)

The adult learning program serves residents within Atlanta city limits and South Fulton County. The main office is located at:

1757 Mary Dell Drive, SE
Atlanta, GA 30316

You can also obtain more information at <http://www.atlanta.k12.ga.us/domain/8413>.

• **Alonzo A. Crim Open Campus**

Crim Open Campus High School is for students ages 16 and older residing in the City of Atlanta who have not found success in a traditional high school setting but wish to earn a high school diploma. Study is intense and concentrated without organized sports teams. Students take courses offered in the regular high school core curriculum based upon the individual classes he/she needs in order to complete graduation requirements. Students will receive advisement on course selection, standardized test preparation, post-secondary options, and scholarship opportunities.

Additional information is available at <http://www.atlanta.k12.ga.us/Domain/3017>.

• **Forrest Hill Academy**

Through a collaborative partnership with all stakeholders, Forrest Hill Academy serves at-risk middle and high school students who were not successful in the traditional learning environment. However, Forrest Hill Academy is a student centered educational setting where the staff provides opportunities for academic growth, social emotional learning, college & career readiness, and community outreach. Students follow the traditional middle and high school curriculum, but they also have the opportunity to receive support through instructional technology programs such as Edgenuity and Reading Plus. Upon completion of their requirements, students may return to their home school or advance to other non-traditional academic options.

Additional information is available at <http://atlanta.k12.ga.us/Page/18027>.

• **North Metro**

North Metro is operated on a daily basis by The Georgia Network for Educational and Therapeutic Support (GNETS). GNETS supports Atlanta Public Schools continuum of services for students with disabilities, ages 3-21. GNETS programs provide an array of therapeutic and behavioral supports as well as specialized instruction for students. Students are referred by their local school districts through the Individualized Education Program (IEP) process. Most students served by GNETS programs are those with severe emotional and behavioral disorders. Other eligible students with disabilities may be served in GNETS classes when the frequency, intensity, and duration of their behaviors is such that this placement is deemed by those students IEP teams to be appropriate to meet the student's needs.

- **West End Academy Performance Learning Center**

The West End Academy Performance Learning Center (WEA-PLC) is designed to serve 150+ eligible eleventh and twelfth graders attending any of the Atlanta Public High Schools. This is a non-traditional program addressing the needs of at risk students, who may or may not be succeeding in the regular school environment. At the WEA-PLC students have access to individualized on-line curricula, allowing them to work at their own pace. They are also provided mentors, and special opportunities to participate in job shadowing, internships, and service learning projects. Students attending the WEA-PLC may return to their home/zone schools to receive their high school diplomas. Upon completion of all graduation requirements by the end of the first semester, students may receive a first semester diplomas. In addition, Communities In Schools sponsors a college scholarship fund for Performance Learning Center graduates.

Additional information is available at <http://www.atlanta.k12.ga.us/Page/1452>.



VI. Signature Programs

College & Career Readiness

Overview

College and Career Readiness (CCR) focuses on preparing students for post-secondary options without the need for remediation, and the workforce. The CCR signature program embraces the 21st century learning instructional framework and leverages turnaround strategies as the education approach. Schools focus on the following five dimensions to improve student achievement: collaboration, creativity, critical thinking, communication and citizenship. Additionally, students are exposed to rigorous academic course work aligned to Georgia's CTAE career pathway, fine arts, advanced academics or world languages. CCR encourages student enrollment in Move On When Ready, Advanced Placement, and Career, Technical & Agricultural Education as well as Work-Based Learning.

Schools by Cluster (Feeder Pattern)

| Cluster | High School | Middle School | Elementary School |
|---------|----------------------|---------------|---------------------|
| Carver | Carver | Price | Slater |
| | Carver Early College | Sylvan | Thomasville Heights |
| | | | Finch |
| | | | Gideons |
| | | | Perkerson |
| Grady | Grady | Inman | Centennial Place |
| | | | Hope-Hill |
| | | | Mary Lin |
| | | | Morningside |
| | | | Springdale Park |

International Baccalaureate (IB)

Overview

"The International Baccalaureate® (IB) offers a continuum of international education. The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development."

The IB continuum of education serves students in grades PreK-12 through the following four programs:

- IB Primary Years Program (PYP) is housed in elementary schools for grades pre K-5. The PYP is a whole-school transdisciplinary approach to education and includes core subjects plus world language, arts and physical education. The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.
- IB Middle Years Program (MYP) is housed in middle schools for grades 6-8 with an option to continue in the high school in grades 9-10 and includes core subjects plus world language, arts, technology, and physical education. MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. A whole school program, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

- IB Diploma Program (DP) is housed in high schools for students in grades 11-12 who opt-in and are accepted into the DP. Students take 6 IB subjects and complete additional core requirements. The program aims to develop students who have excellent breadth and depth of knowledge. DP is a challenging two-year curriculum that leads to a qualification that is widely recognized by the world's leading universities. Students take subject exams that can lead to college credit.
- IB Career-related Program (CP) is housed in high schools for students in grades 11-12 who opt-in and are accepted into the CP. Students take a minimum of 2 DP subjects, complete a career pathway and additional core requirements. CP is a framework of international education addressing education addressing the needs of students engaged in career-related education. It leads to further/higher education apprenticeships or employment.

Schools by Cluster (Feeder Pattern)

| Cluster | High School | Middle School | Elementary School |
|----------------------|----------------|---------------|--------------------|
| Jackson | M.H Jackson | M.L. King | Burgess-Peterson |
| | | | Toomer |
| | | | Whitefoord |
| | | | Benteen |
| | | | D.H. Stanton |
| | | | Dunbar |
| | | | Parkside |
| North Atlanta | North Atlanta* | Sutton* | Bolton Academy* |
| | | | Brandon* |
| | | | Garden Hills* |
| | | | W. T. Jackson* |
| | | | E. Rivers* |
| | | | Smith* |
| Mays | Mays | Young | Adamsville Primary |
| | | | Beecher Hills* |
| | | | Cascade |
| | | | Miles Intermediate |
| | | | Peyton Forest |
| | | | West Manor |
| Therrell | Therrell | Bunche | Continental Colony |
| | | | Deerwood Academy* |
| | | | Fickett |
| | | | Kimberly |

*denotes currently authorized IB World School

Science Technology Engineering & Mathematics (STEM)

Overview

Atlanta Public Schools has identified STEM (Science, Technology, Engineering and Mathematics) as a Signature Program. STEM education provide a well-rounded college preparatory experience with a focus on science and mathematics. In a STEM program, subjects are integrated instead of being taught separately in isolation. In addition to academic standards, STEM education fosters critical thinking, problem solving, team work, and leadership skills. STEM education combines hands-on, real-world learning with academic theory in order to help students master complex concepts enabling them to achieve better results on standardized assessments. In APS, STEM education is implemented at all grade levels (i.e. elementary, middle and high school).

STEM education is not a prescribed curriculum, but a combination of several researched-based best practices proven to improve student achievement:

- Inter-disciplinary instruction
- Standards-based, project-based learning
- Inquiry-based learning
- Collaborative learning
- Laboratory investigations
- Research projects
- Real-world experiences via work-based learning opportunities

STEM education has as a priority ensuring that students are exposed to a wide variety of state-of-the-art technology and high-demand career fields. While the “E” in STEM stands for engineering and the “T” stands for technology, STEM education may incorporate other career areas (e.g. **healthcare** science, **agricultural** science, **biotechnology**, and **food and nutrition** science.) These career fields are a part of the district’s Career, Technical and Agricultural Education (CTAE) program offerings.

Schools by Cluster (Feeder Pattern)

| Cluster | High School | Middle School | Elementary School |
|--|---------------|-------------------|-------------------------|
| South Atlanta | South Atlanta | Long | Cleveland Avenue |
| | | | Dobbs |
| | | | Heritage Academy |
| | | | Humphries |
| | | | Hutchinson |
| Douglass Cluster (BEST & CSK included) | Douglass | Harper-Archer | Boyd |
| | BEST | BEST | Fain |
| | CSK | CSK | F.L. Stanton |
| | | | Woodson Park Academy |
| | | | Scott |
| | | | Towns |
| | | | Usher |
| Washington | Washington | Brown | Michael R. Hollis |
| | | Michael R. Hollis | Tuskegee Airman GA |
| | | | Jones |

VII. Virtual Learning Opportunities

Overview

The Atlanta Virtual Academy (AVA) is a fully accredited online learning program that is available to middle and high school students in the Atlanta Public Schools system. Additionally, AVA is NCAA approved which is ideal for today's student athlete. Students can choose courses from the four core subjects (English, Science, Math, and Social Studies), and World Language, AP, Honors, CTAE, Health and Physical Education and Elective courses. All classes are taught by certified teachers.

Students enrolled in AVA will engage with a rigorous and relevant curriculum that will prepare them for post-secondary life, including, but not limited to college. They have the option of taking courses during the day as a part of their regular school schedule or in the evenings.

High school students who wish to accelerate their learning are eligible to enroll in initial credit courses over and beyond their regular course load. Students who need to "catch up" and fill a course gap are also eligible to enroll in initial credit courses or credit recovery courses.

The recovery course options are:

- **Unit Recovery** is a district-wide program whereby students who have an overall failing grade or failed a test/unit in their current course can take advantage of this program. This intervention is designed to address failures before a student fails the course in an effort minimize the number of students who need to enroll in credit recovery.
- **Credit Recovery** is offered for all core content areas and is a self-paced model which allows for flexible learning opportunities.

AVA courses are accessible 24 hours a day via Internet-connected computers and/or mobile devices providing the flexibility that is not available in a face-to-face setting. This exposes learners to distance learning, which is the fastest growing form of formal education in both corporate America and within domestic universities.

Additional information is available at <http://www.atlanta.k12.ga.us/Page/1355>.

Course Offerings

| | | |
|------------------------|-----------------------|--------------------|
| ELA | 9th Literature | 10th Literature |
| | American Literature | British Literature |
| Math | Algebra I | Geometry |
| | Adv. Algebra | Pre-Calculus |
| Science | Biology | Chemistry |
| | Environmental Science | Physical Science |
| | Physics | |
| Social Sciences | Civics/Government | Economics |
| | Psychology | US History |
| | Sociology | World History |

| | | |
|--------------------------------------|-----------------------------------|---------------------------------------|
| World Languages | French I | French II |
| | Latin I | Latin II |
| | Spanish I | Spanish II |
| Physical Fitness & Health | High School Health | High School Personal Fitness |
| CTAE | Computer Science (one semester) | Essentials of Healthcare |
| | Financial Literacy (one semester) | Introduction to Business & Technology |
| | Patient Care Fundamentals | Pharmacy Operations & Fundamentals |
| Elective | Art History | |
| Honors | Honors American Literature | Honors Biology |
| | Honors 9th Literature | Honors Chemistry |
| | Honors Government/Civics | Honors US History |
| Advanced Placement (AP) | AP English Language & Composition | AP Environmental Science |
| | AP Psychology | AP U.S. History |
| | AP World History | |



VIII. Curricular Programs

Core Courses

English Language Arts

Philosophy:

A high-quality, comprehensive English language arts curriculum is essential for students to develop the necessary skills to comprehend and communicate effectively. The development of language, upon which all learning is built, plays a critical role in students' ability to acquire strong literacy skills, which include reading, writing, speaking, listening, and the study of literature. Language skills serve as a necessary basis for further learning and responsible citizenship. We believe that all of the key stakeholders (students, teachers, administrators, parents and community members) share the responsibility and the accountability for educating our students to become literate adults.

The English language arts curriculum includes the following elements:

- developing thinking and language through interactive learning,
- drawing on literature in order to develop students' understanding of their literacy heritage,
- drawing on informational texts and multimedia in order to build academic vocabulary and strong content knowledge,
- developing students' oral language and literacy through appropriately challenging learning,
- emphasizing writing arguments, explanatory/informative texts, and narratives,
- holding high expectations for all students,
- providing explicit skill instruction in reading and writing,
- building on the language, experiences, knowledge, and interests that students bring to school,
- nurturing students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life, and
- reaching out to families and communities in order to sustain a literate society.

| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
|---|--|--|-------|
| Ninth Grade Literature and Composition (1-C) | This course 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. 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. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of this course. | None | 9 |
| World Literature and Composition (1-C/E) | 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. | Ninth Grade Literature and Composition | 10 |

| | | | |
|---|---|--|----|
| | 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 Standards of Excellence for that grade level. | | |
| American Literature and Composition (1-C/E) | 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 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. 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. | Ninth Grade Literature and Composition | 11 |
| British Literature and Composition (1-C/E) | 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. 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. | Ninth Grade Literature and Composition | 12 |

| | | | |
|--|--|--|----|
| Multicultural Literature and Composition (1-C/E) | 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 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. | Ninth Grade Literature and Composition | 12 |
| Advanced Composition (1-C/E) | This course focuses on the writing process (planning, drafting, and revising). The students will focus on different writing genres and organizational structures: expository, persuasive, narrative, descriptive, comparison-contrast, exemplification, process analysis, classification, cause and effect, and definition. Advanced grammar skills will be a major component of this class. An emphasis on research is also required. | Ninth Grade Literature and Composition | 11 |
| Ninth Grade Literature and Composition, Honors (1-C) | This course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. It will focus 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. 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. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of this course. <i>Other topics specific to preparing students for the rigors of an Advanced Placement (AP) course will be integrated throughout the course.</i> | None | 9 |
| World Literature and Composition, Honors (1-E) | This theme- based course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. It focuses on a study of world literature and documents from American History. The students explore the effect of themes in regard to interpretation as well as develop an | Ninth Grade Literature and Composition | 10 |

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| | <p>understanding of chronological context and the relevance of period structures in literature within world cultures. The students also 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 student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. This course includes a balance of composition, applied grammar, and both literary and informational texts. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. Other topics specific to preparing students for the rigors of an Advanced Placement (AP) course will be integrated throughout the course.</p> | | |
| American Literature and Composition, Honors (1-C/E) | <p>This course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. In order to distinguish between the various literary movements in America, this course focuses on a survey of American literature from the Colonial Period to the modern era. Writing objectives focus on essays (emphasis on expository), research, and critical analysis papers. Extensive reading, public speaking, and presentation skills are also included in this course. American Literature engages students in becoming skilled readers of prose from a variety of periods, disciplines, and rhetorical contexts and skilled writers of prose composed for a variety of purposes. In this course students will not only become aware of the great, controversial, and interesting ideas contained in America's literary history, but also examine the interactions between the writers' purposes, subjects, and audience expectations. Assignments will consist of expository, personal, and persuasive writing, oral expression, vocabulary development, and research and analysis.</p> | Ninth Grade Literature and Composition | 11 |
| British Literature and Composition, Honors (1-C/E) | <p>This course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. This course focuses on an analytical survey of British literature from the Anglo-Saxon Period to the present. The integrated study of composition will include basic research skills,</p> | Ninth Grade Literature and Composition | 12 |

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| | expository writing, technical, and an emphasis on persuasive writing. Sentence structure and grammar usage will be included through writing about literature and integrated with speaking, listening and vocabulary skills. Extensive reading, public speaking and presentations skills are also included in this course. | | |
| Advanced Placement English Language and Composition with an American Literature Focus (1-C/E) | This course focuses on content, purpose, and audience as the guide for the students' organization in writing. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will compose for a variety of purposes with a clear understanding of writer's purpose, audience expectations, and subjects as well as the way conventions and resources of language contribute to writing effectiveness. Expository, analytical, and argumentative writings support the academic and professional communication required by colleges; personal and reflective writing support the development of writing facility in any context. Students will examine primary and secondary sources to synthesize materials for their writing. An AP syllabus will be submitted and approved by College Board. | Ninth Grade Literature and Composition | 11 |
| Advanced Placement English Literature and Composition (1-C/E) | The 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. | Ninth Grade Literature and Composition | 12 |
| IB English A Literature, HL (Years 1 and 2) (1-C/E) | This course focuses on the thematic approach to world literature, research, oral and written composition including, but not limited to, major works of American literature. The main emphasis is on the effect of history on American literature. Students write expository, analytical, and research based essays. | Acceptance into the IB Diploma Programme | 11-12 |

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| | <p>The students gain an understanding of the different genres of literature and writing. The students observe and listen 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. The course covers all the required American Literature Georgia Performance Standards.</p> | | |
| IB English A Literature, Year 2 High Level (1-C/E) | <p>This course focuses on a thematic approach to world literature and includes reading Latin American works in translation and works written in English from any countries other than the United States. 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 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.</p> | Acceptance into the IB Diploma Programme | 12 |
| IB Communication (1-E) | <p>The course expands the students' perspective of the world through the study of literary works from other cultures and languages. The students experience a variety of literary classics and modern literary works which are a genuine representation of different literary genres, styles, and contexts. The students develop the ability to engage in close, detailed analysis of the written text and to communicate effectively (oral and written expression) through practice involved in writing and speaking in a variety of styles and situations. The course also provides students with an opportunity to understand literature as an art form.</p> | Acceptance into the IB Diploma Programme | |
| Journalism I (1-E) | <p>This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction.</p> | None | |

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| | Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copy writing, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing. | | |
| Journalism II (1-E) | The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing. | Journalism I | |
| Journalism III (1-E) | This course is an extension of Journalism I and II; the students will enhance and hone the skills in journalistic writing, with a main focus in analysis of print and broadcast publications. An in-depth coverage of level-two topics will serve as the main premise. Students will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities. | Journalism II | 11-12 |
| Journalism IV (1-E) | This course is designed for students who have mastered skills in Journalism III. The students will publish journalistic articles either in a school newspaper or in the local newspaper. Research and interviews will be required when formulating ideas for writing. The range of opportunities to apply skills will be increased. | Journalism I, II, and III | 12 |
| Writer's Workshop (1-E) | This course offers opportunities for students to explore different writing genres: narrative, descriptive, persuasive, and expository modes of discourse. The students will study different writers and their writing styles. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: fluency, style, diction, mechanics, grammar, imaginative expressions, and details. The course allows students to utilize the writing process to write independently to improve their writing. | None | 9-12 |
| Basic Reading and Writing I (1-E) | This course provides fundamental skills development in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. 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 | None | 9 |

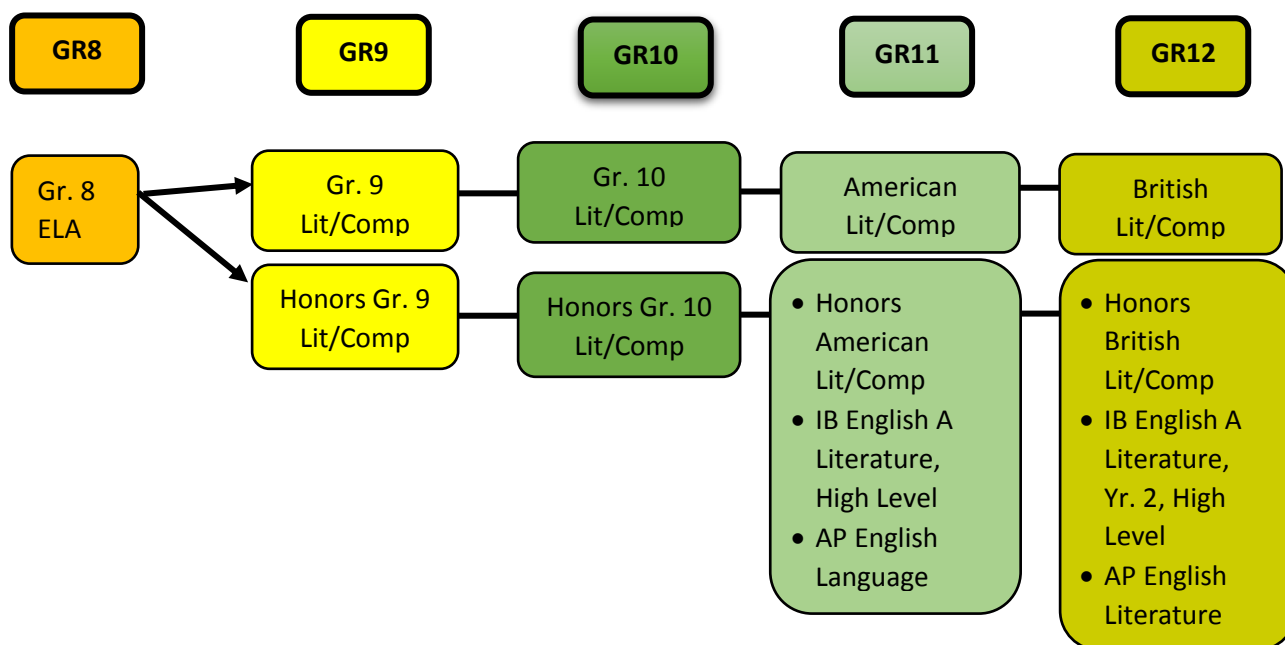
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| | and writing genres associated with students' English course), speaking, and critical thinking. | | |
| Communication Skills (1-E) | This course provides fundamental skills development in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. The emphasis is to offer reading skills, vocabulary development, reading opportunities, writing process activities, and conventions study. | None | |
| Reading Enrichment (1-E) | This course provides fundamental skills development in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. 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. | None | |
| Basic Reading and Writing I (1-E) | This course provides fundamental skills development in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. 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. | None | |
| Basic Reading and Writing II (1-E) | This course provides fundamental skills development in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. 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 GSE literary and writing genres associated with the students' English course), speaking, and critical thinking. Also, test taking skills will be implemented. | None | |
| Basic Reading and Writing III (1-E) | This course enhances the fundamental skills development addressed in Basic Reading/Writing I and II in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. The setup is a language lab setting in order to create an intensive small group environment; the class includes drill and | None | |

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| | 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. | | |
| Basic Reading and Writing IV (1-E) | This course enhances an in-depth concentration on the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading-Informational Texts, Writing, Language, and Speaking and Listening. The setup is a language lab setting in order to create an intensive small group environment; 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. | None | |
| Speech/Forensics I (1-E) | This course is a detailed study of forensic speaking including extemporaneous speaking, oration, and interpretation of literature, and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research and delivery skills. Critical thinking is a major component of this course. | None | |
| Speech/Forensics II (1-E) | This course is an extension of Speech/Forensic I. The course provides a review of the skills covered in the first course. The emphasis for this course is classical and contemporary theory. The students will understand the philosophical basis of argumentative theory. | Speech/Forensics I | |
| Speech/Forensics III (1-E) | This course is designed for intensive training in directed research. Students will research various sources including, but not limited to, computer networks, legal journals, and government documents. Students will become aware of the complexity of social issues and public policy. Through this understanding, students will be able to formulate sound arguments and understand counterarguments. Speaking skills will be honed through practice and performance. | Speech/Forensics II | |
| Speech/Forensics IV (1-E) | This course is designed to provide students ample opportunities to improve the ability to present a persuasive position through speech. Persuasive speaking skills are refined by researching, effective presentation, and compelling articulation of persuasive ideas. The student will understand and appreciate the importance of public speaking, clear writing, sound debate, advertising, mass media, politics, and law. | Speech/Forensics III | |

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| | The key component will be to understand the role of advocacy in society. | | |
| Oral/Written Communication (1-E) | This course focuses on developing public speaking skills. The students will identify effective methods to arrange ideas and information in written form and then convert the written form into an effective oral delivery. The course focuses on critically thinking, organizing ideas, researching counter viewpoints, and communicating appropriately for different audiences and purposes. The students analyze professional speeches to enhance their knowledge of solid speech writing. | None | 9-12 |

Course Progression

APS 2017-18 HIGH SCHOOL ELA PROGRESSION



Mathematics

Philosophy:

The philosophy of the mathematics program of Atlanta Public Schools supports the engagement in powerful mathematical ideas by ALL students. With course work that provides entry points for all types of learners, this program addresses the needs of our university stakeholders, the workforce, and our global community as students embrace mathematics as a tool to construct their world. Within the scope of each course students are provided opportunities to incorporate technology and contextualize mathematical ideas within real-world scenarios.

The curriculum embraces opportunities for significant depth in exploration, with a focus on conceptual understanding. Through their engagement in a sound curriculum our students not only succeed in understanding rigorous problems today, but that they are equipped tools to grapple with the challenging problems of an ever changing tomorrow.

| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
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| GSE Foundations of Algebra (1-C) | Foundations of Algebra course has been created to meet the academic needs of ninth grade students who may have significant gaps in their mathematics achievement. This course will provide many opportunities to revisit and expand the understanding of foundational algebra concepts including number sense, proportional reasoning, equations and inequalities, and quantitative reasoning with functions. | 8 th Grade Mathematics | 9 |
| GSE Algebra I (1-C) | Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The scope of this course will focus on relationships between quantities, reasoning with linear equations and inequalities; exploration of linear, quadratic, and exponential relationships, and describing statistical data. These topics will prepare students for further investigation in Algebra II. | 8 th Grade Mathematics or Accelerated GSE 7B/8 | 9 |
| Accelerated GSE Algebra I/ Geometry A (1-C) | Accelerated GSE Algebra I/Geometry A is compacted course that consists of a full course in Algebra I, followed by the first half of Geometry. The scope of this course will focus on relationships between quantities, reasoning with linear equations and inequalities; exploration of linear, quadratic, and exponential relationships, describing statistical data, transformations in the coordinate plane, congruence and similarity, and triangle trigonometry. | 8 th Grade Mathematics or Accelerated GSE 7B/8 | 9 |

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| GSE Geometry (1-C) | <p>Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness.</p> <p>The scope of this course will focus on deepening students understanding of transformations in the coordinate plane, congruence and similarity, and triangle trigonometry, circles and volume, and applications of probability.</p> | GSE Algebra I | 10 |
| Accelerated GSE Geometry B/ Algebra II (1-C) | <p>Accelerated Geometry B/Algebra II is the second in a sequence of compacted mathematics courses designed to ensure that students are prepared to take higher- level mathematics courses during their high school career, including Advanced Placement courses. The scope of this course includes a focus on circle and volume, geometric and algebraic connections, applications of probability, and a thorough investigation of polynomial, rational, radical, exponential, and logarithmic functions.</p> | Accelerated GSE Algebra I/ Geometry A | 10 |
| GSE Algebra II/ Advanced Algebra (1-C) | <p>Algebra II/Advanced Algebra is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. The scope of this course focuses on a thorough investigation of polynomial, rational, radical, exponential, and logarithmic functions.</p> | GSE Geometry | 11 |
| GSE Pre-Calculus (1-C) | <p>Pre-Calculus is a fourth mathematics course designed to prepare students for calculus and other college level mathematics courses. The scope of this course includes a deed investigation of trigonometric functions, matrices, conics, vectors, and probability.</p> | GSE Algebra II/ GSE Advanced Algebra | 11-12 |
| Accelerated GSE Pre-Calculus (1-C) | <p>Accelerated Pre-Calculus follows the completion of the compacted sequence. This course exposes students to an exploration of trigonometric functions, matrices, conics, vectors, data analysis and probability.</p> | Accelerated GSE Geometry B/ Algebra II | 11-12 |
| Advanced Mathematical Decision-Making (1-C) | <p>This is a course designed to follow the completion of Advanced Algebra/Algebra II. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.</p> | GSE Algebra II/ GSE Advanced Algebra | 12 |

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| College Readiness Mathematics (1-C) | This is a fourth course option for students who have completed the first three required courses, but are still struggling with high school mathematics standards essential for success in first year post-secondary mathematics courses required for non-STEM majors. This course will revisit and expand the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. | GSE Algebra II/ GSE Advanced Algebra | 12 |
| Advanced Placement Calculus AB (1-C/E) | AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2178.html | GSE Pre-Calculus/ Accelerated GSE Pre-Calculus | 11-12 |
| Advanced Placement Calculus BC (1-C/E) | AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2118.html | Accelerated Pre-Calculus/ AP Calculus AB | 11-12 |

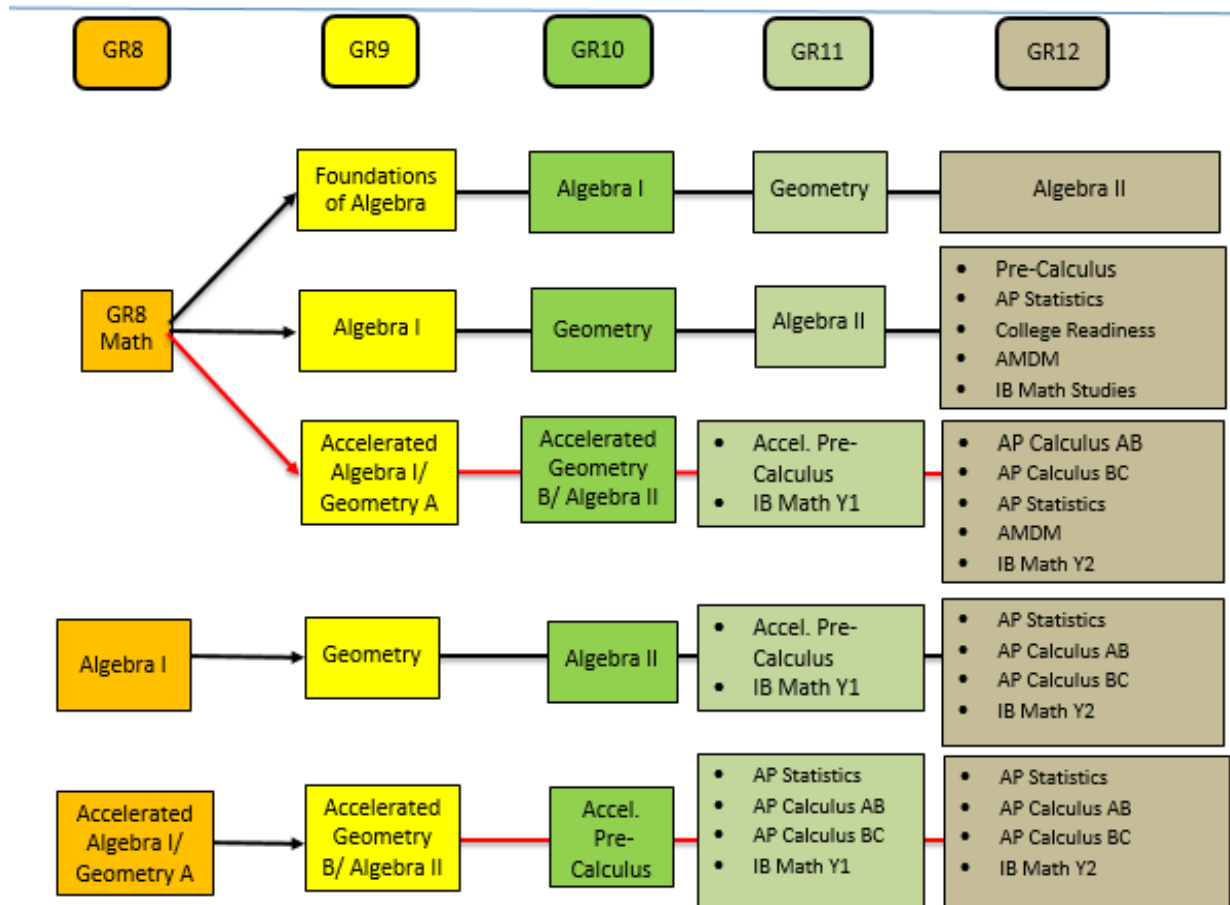
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| Advanced Placement Statistics (1-C/E) | This course follows the College Board syllabus for the Advanced Placement Statistics Examination. It offers four major themes: exploratory analysis, planning a study, probability, and statistical inference. | GSE Pre-Calculus/ Accelerated GSE Pre-Calculus | 11-12 |
| IB Mathematics Year 1, SL (1-C) | IB Math I is a course in the International Baccalaureate (IB) Program developed by the International Baccalaureate Diploma Program Board. IB Math I is the first year of a comprehensive two-year curriculum that allows its students to fulfill requirements of various national education systems. The model is based on the pattern of no single country but incorporates the best elements of many. IB Math I consists of the study of six core topics: Numbers & Algebra; Functions & Equations; Circular Functions and Trigonometry; Vector Geometry; Statistics & Probability; and Calculus. Students, also, are required to study one of the following subjects: Statistical Methods; Further Calculus; and Further Geometry. A portfolio, consisting of five assignments, is also required. These assignments represent the following three activities: mathematical investigation, extended closed-problem solving and mathematical modeling. | GSE Algebra II/ Accelerated GSE Geometry B/ Algebra II/ Accelerated GSE Pre-Calculus | 11 |
| IB Mathematics Year 2, SL (1-C) | IB Math II is the second year of the IB Math I. Students enrolled in this course should have already taken IB Math I. IB Math II is more extensive than IB Math I. Students taking this course will study the six core subjects: Numbers & Algebra; Functions & Equations; Circular Functions and Trigonometry; Vector Geometry Statistics & Probability; and Calculus. They will also be required to study one of the following subjects: Statistical Methods; Further Calculus; and Further Geometry. A portfolio is also required. This is internally assessed by the teacher and externally moderated by the International Baccalaureate Organization (IBO). Assessment by the IBO is criterion-reference. | IB Mathematics Year 1 | 12 |
| IB Mathematical Studies, SL (1-C) | Math Studies is a 1 year (2 semesters) course and is for 12th grade IB Diploma Programme students only. This course encourages the growth of math exploration and expertise in students with varied background and abilities. Compulsory topics include Numbers and Algebra, Sets and Logic, Geometry and Trigonometry, Statistics and Probability, Functions, Financial | GSE Algebra II | 12 |

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| | Mathematics, and Introductory Differential Calculus. The internal assessment involves the collection and/or generation of data, and the analysis and evaluation of that data. Projects may take the form of mathematical modeling, investigations, applications, and statistical surveys. | | |
| Algebra I Support (1-E) | The purpose of the Algebra I 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. Algebra I Support is an elective class that should be taken concurrently with a student's regular GSE Algebra I class. | Must be taken concurrently with GSE Algebra I | 9 |
| Geometry Support (1-E) | The purpose of the Geometry 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. Geometry Support is an elective class that should be taken concurrently with a student's regular GSE Geometry class. | Must be taken concurrently with GSE Geometry | 10 |
| Algebra II Support (1-E) | The purpose of the Algebra II 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. Algebra II Support is an elective class that should be taken concurrently with a student's regular GSE Algebra II class. | Must be taken concurrently with GSE Algebra II | 11 |

Course Progression

APS 2017-2018

HIGH SCHOOL MATH PROGRESSION



Note: Criteria for Placement in the Accelerated Pathway for Rising 9th Grade Students:

- Previous Course Cumulative Average of 90 – 100
- A Total Score of 41 – 45 on the Mathematically Proficient Disposition Rubric
- Winter CAAS Score of 2921 or above
- Proficient Achievement on the Spring District Benchmark Assessment
- Distinguished Achievement on the Georgia Milestones Assessment

Science

Philosophy:

The science program is designed to provide students with the knowledge and skills necessary for proficiency in science. The program embraces the National Science Education Standards, Georgia Standards of Excellence for Science, and components of the Next Generation Science Standards. Technology is integrated into the curriculum, when appropriate. Atlanta Public Schools believes that science experiences provide opportunities for learners to develop the skills and attributes of scientifically literate citizens with a lifelong interest in science.

| Science and Engineering Practices <ol style="list-style-type: none"> 1. Asking Questions (Science) and Defining Problems (Engineering) 2. Developing and Using Models 3. Planning and Carrying Out Investigations 4. Analyzing and Interpreting Data 5. Using Mathematics and Computational Thinking 6. Constructing Explanations (Science) and Designing Solutions (Engineering) 7. Engaging in Argument from Evidence 8. Obtaining, Evaluating, and Communicating Information | | Crosscutting Concepts <ol style="list-style-type: none"> 1. Patterns 2. Cause and Effect 3. Scale, Proportion, and Quantity 4. Systems and System Models 5. Energy and Matter 6. Structure and Function 7. Stability and Change | |
|--|---|---|-------|
| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
| Biology (1-C) | The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry. | N/A | 9, 10 |
| Biology Honors (1-C) | The Biology Honors curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be distinguished in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in inquiry-based laboratories and field work to include complex projects. The course will provide students an opportunity to explore Pre-AP skills and increased depth of the standards. | Teacher Recommendation | 9, 10 |

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| Physical Science (1-C) | The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. | N/A | 9, 10 |
| Chemistry (1-C) | The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. | Biology | 10, 11 |
| Chemistry Honors (1-C) | The Chemistry Honors curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students will investigate chemistry concepts through experience in inquiry-based laboratories and field work to include complex projects. The course will provide students with an opportunity to explore Pre-AP skills and increased depth of the standards. | Biology, Teacher Recommendation | |
| Environmental Science (1-C) | The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on | Biology | 10, 11, 12 |

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| | <p>student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.</p> | | |
| Physics (1-C) | <p>The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.</p> | Algebra II | 11, 12 |
| Physics Honors (1-C) | <p>The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students will investigate physics concepts through experience in inquiry-based laboratories and field work to include complex projects. The course will provide students with an opportunity to explore Pre-AP skills and increased depth of the standards.</p> | Algebra II | 11, 12 |
| AP Biology (1-E) | <p>The AP Biology course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes: energy and communication, genetics, information transfer, ecology, and interactions.</p> | Algebra I | 10, 11, 12 |
| AP Chemistry (1-E) | <p>The AP Chemistry course provides students with a college-level foundation to support future advance work in chemistry. Students cultivate</p> | Algebra II | 11, 12 |

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| | their understanding of chemistry through inquiry based instruction, as they explore topics such as: atomic structure, intermolecular-forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. | | |
| AP Physics 1 (1-E) | AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. | Algebra II | 11, 12 |
| AP Physics 2 (1-E) | AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. | Algebra II | 11, 12 |
| AP Environmental Science (E-1) | The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. | Biology, Chemistry | 11, 12 |
| AP Physics C: Mechanics (1-E) | AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. | Calculus | 12 |

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| AP Physics C: Electricity and Magnetism (1-E) | AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. | Calculus | 12 |
| IB Biology SL (2-C) | IB Biology SL is a two year course. Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. | Algebra II | 11 & 12 |
| IB Chemistry SL (2-C) | IB Chemistry SL is a two year course. Standard level is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. | Algebra II | 11 & 12 |
| IB Physics SL (2-C) | IB Physics SL is a two year course. This course is designed to introduce students to the laws of physics, the experimental skill required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Students at SL study six topics: physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. SL students may choose two from this list as well as the further options list. The optional course topics are: biomedical physics, the history and development of physics, astrophysics, relativity, and optics. The further options for students at SL include: mechanics extension, quantum physics and nuclear physics, and energy extension. Students at SL are required to study any two options with duration each of 15 hours. Students at HL are required to study any two options with duration each of 22.5 hours. | Algebra II | 11 & 12 |

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| Astronomy (1-E) | This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of sophomore-high level mathematics. Laboratory exercises include experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums. | Algebra II | 12 |
| Botany (1-E) | Botany presents basic concepts of plant biology, focusing on the plant characteristics, unity and diversity, plant growth, plant reproduction, and photosynthesis. Students discuss current ideas in agriculture, horticulture, medicine, biotechnology, ecology, conservation, and environmental issues. Students investigate botany concepts through experience in laboratories and field work using the processes of inquiry. | Biology | 10 - 12 |
| Earth Systems (1-E) | Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the 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 should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent | | 11, 12 |

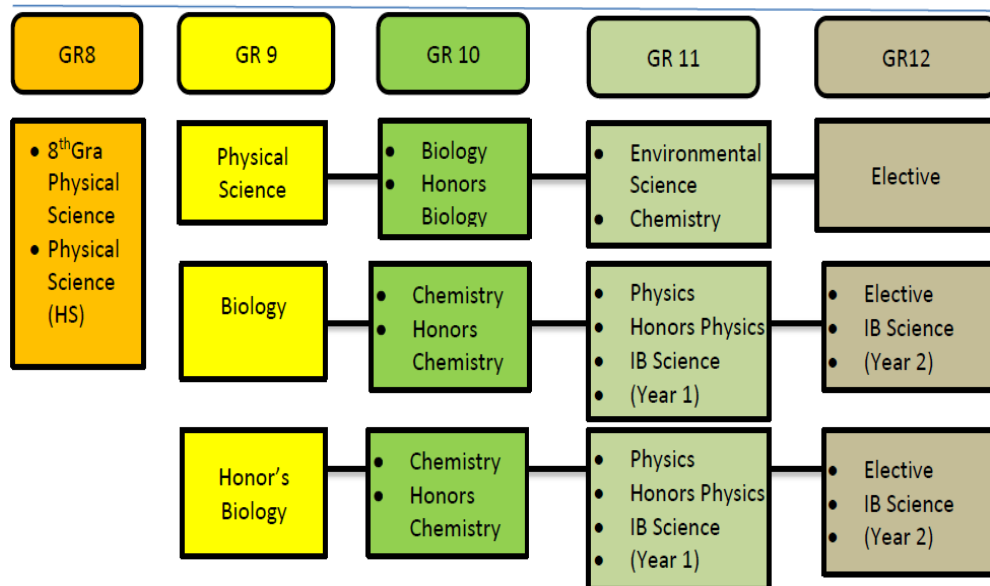
| | | | |
|----------------------------------|--|--------------------|---------|
| | earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences. | | |
| Ecology (1-E) | This course focus in the study of the distribution and abundance of life and interactions between and among organisms and their environment, including the impact of human activities on the natural world. It draws on elements from biology, chemistry, physics, mathematics, and the social sciences. This curriculum is lab and field based. Whenever possible careers related to ecology and relevant case studies should be emphasized. | Biology | 10 - 12 |
| Forensic Science (1-E) | Forensic science provides opportunities 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. | Biology, Chemistry | 11, 12 |
| Genetics (1-E) | This course introduces the basic principles of genetics. Classical genetics topics include: cell division, sexual reproduction, Mendel's Laws of Heredity, the chromosomal basis of inheritance, the molecular basis of inheritance, gene to protein, gene expression and control, and recombinant DNA. Students will acquire a basic understanding of the applications of molecular tools to the identification of isolated populations, the detection of kin, and the reconstruction of phylogenetic relationships. Topics like the human genome project and forensic applications of genetic knowledge will also be explored. | Biology | 10 - 12 |
| Human Anatomy & Physiology (1-E) | The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a | Biology | 12 |

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| | standalone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized. | | |
| Microbiology (1-E) | This course focuses on archeabacteria, prokaryotes, eukaryotes, and viruses. Students will study historical microbiology, growth and identification of bacteria, control of microbial growth, pathogenic microbiology, food and dairy microbiology, and soil and water microbiology. Students will utilize scientific inquiry to solve problems related to disease, bioterrorism, biotechnology and ecology. | Biology | 10 - 12 |
| Oceanography (1-E) | Oceanography introduces the students to the study of the ocean composition and structure, the dynamics of energy flow within the ocean system, and the impact of human interaction with the ocean systems. The basic concepts of physical, chemical, geologic and biological oceanography are addressed by discussions on marine mineral resources, ocean energy, living resources of the sea, marine pollution and ocean management. Student will acquire practical laboratory and field experiences through the reading of charts, making basic measurements of seawater chemistry, examination of coastal geology, wave and beach processes, and marine organisms and habitats. | Environmental Science | 12 |
| Scientific Research I (1-E) | The Research I course will assist students in developing projects that are mostly suggested or required by their teacher. It is expected that students will received strong support from their teacher and their research projects could be completed in a time frame of weeks. Presentation of the projects developed at this level will happen mostly in a classroom setting or school site science fair. | | 9 |
| Scientific Research II (1-E) | The Research II course assists student in developing projects based on their interests. These projects may be related to topics that they are covering in any of their science courses or could expand on those ideas. It is expected that the students will received some support from their teachers but they will be working mostly independently. Projects at this level could be completed on a time frame of weeks to months. Presentations of the projects developed at this level will take place at | | 10 |

| | | | |
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| | regional or state science fair competitions for example. | | |
| Scientific Research III (1-E) | Research III course will assist student in developing projects based on their interests. Projects at this level would be original in nature and will investigate students' ideas to solve a particular problem. It is expected that the students will work with someone outside the school setting as they work towards the solution of their problem. This type of projects may take the whole length of the course to be completed. Students' completing these projects is expected to present their solutions to the appropriate interests groups (i.e. a particular company, an interest group, etc.) or on settings like the Best Robotics competitions, Siemens, the High School Engineering Competition, etc. | | 11 |
| Scientific Research IV (1-E) | Research IV will assist student in developing projects based on their interests. Projects at this level would be original in nature and will investigate students' ideas to solve a particular problem. It is expected that the students will work with a university professor or in an industrial setting to find the answer to their research question. This type of projects may take the whole length of the course to be completed. Students' completing these projects is expected to present their solutions to the appropriate interests groups (i.e. a particular company, an interest group, etc.) or on settings like the Best Robotics competitions, Siemens, the High School Engineering Competition, etc. | | 12 |

Course Progression

APS 2017-2018 HIGH SCHOOL SCIENCE PROGRESSION



The following courses are considered elective options: Astronomy, Botany, Earth Systems, Ecology, Forensic Science, Genetics, Human Anatomy & Physiology, Microbiology, Oceanography, Scientific Research I-IV, AP Biology, AP Chemistry, AP Physics 1 or 2, AP Environmental Science.

IB Science Options: Biology, Chemistry, and Physics.

Note: Elective course credit may be taken simultaneously with courses required for graduation as long as it does not interfere with other graduation requirements (e.g. Student is enrolled in Chemistry and takes Oceanography at the same time.



Douglass High School

Social Studies

Philosophy:

The primary purpose of the social studies program is to provide students with the knowledge and skills necessary to serve as active participants in a democratic society. Through interacting with the social studies curriculum, students will acquire an understanding of America's democratic heritage and the role and responsibility of citizens in an ever changing interdependent world. As part of the social studies program, students are provided with learning opportunities that support critical thinking, collaborative learning, and active participation while enabling students to function in a technologically advanced, economically and culturally diverse society.

| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
|---|---|---------------------|--------------|
| American Government/Civics (.5-C) | The course is an in-depth study of the American political system. It focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation. | N/A | 9-12 |
| Advanced Placement Government/Politics: United States (1-C) | The course conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. It covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. <i>(May substitute for American Government/Civics)</i> | N/A | 9-12 |
| World History (1-C) | The course is a survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World. | N/A | 10 |
| Advanced Placement World History (1-C) | The course conforms to the College Board topics for Advanced Placement World History. It includes study of cultural, political, social and economic history. Stresses research and writing skills. <i>(May substitute for World History)</i> | N/A | 10 |

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| United States History (1-C) | The course examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era. | N/A | 11 |
| Advanced Placement United States History (1-C) | The course conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. (May substitute for United States History) | N/A | 11 |
| IB History of the Americas, Year One (1-C) | The International Baccalaureate course emphasizes the comprehensive study of the colonization, development, independence and formative periods in United States history during the period of 1500 to 1995 with the emphasis on 1800 to 1995. It examines the social, political and cultural trends from a regional perspective. (May substitute for United States History) | N/A | 11-12 |
| IB History of the Americas, Year Two (1-C) | The International Baccalaureate course promotes the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures and encourages an appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations.(May substitute for United States History) | N/A | 11-12 |
| Economics/Business/Free Enterprise (.5-C) | This is an introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics. | N/A | 12 |
| Advanced Placement Macroeconomics (.5-C) | The course conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economic concepts, measurement of economic performance, national income and | N/A | 12 |

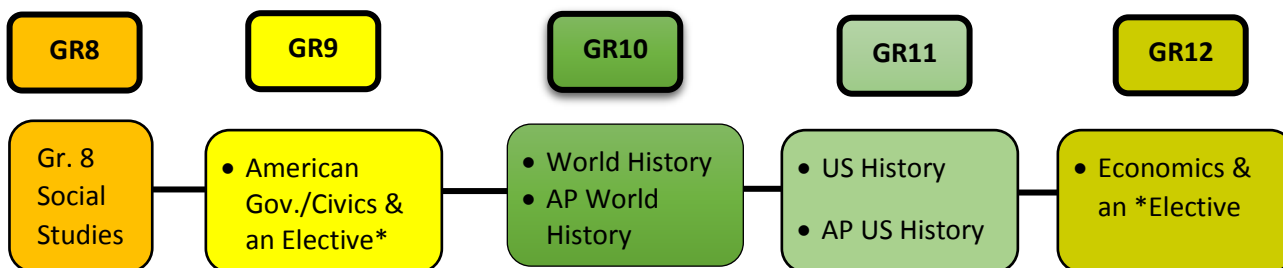
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| | price determination and international economics and growth. (May substitute for Economics/Business/Free Enterprise) | | |
| Advanced Placement Microeconomics (.5-C) | The course conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government. (May substitute for Economics/Business/Free Enterprise) | N/A | 12 |
| IB Economics, Year One (1-C) | Focuses on an in-depth introduction to both microeconomic and macroeconomic functions, including the analysis of international trade, economic growth and development. (May substitute for Economics) | N/A | 12 |
| Anthropology (.5-E) | The course investigates humans from prehistory to the present. It focuses on aspects of human development, humanity and its social adaptations, biological development and cultural adaptations. Integrates and reinforces social studies skills. | N/A | 9-12 |
| Advanced Placement Government/Politics: Comparative (1-E) | The course conforms to College Board topics for the Advanced Placement Comparative Government and Politics Examination. Covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and an introduction to comparative politics. (This is not a substitute for American Government / Civics) | N/A | 9-12 |
| Advanced Placement Human Geography (1-E) | The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. The course includes methods and tools geographers use in their research and applications. | N/A | 9-12 |
| Advanced Placement Psychology (1-E) | The course conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. It covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. | N/A | 12 |

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| Comparative Political/Economic Systems (.5-E) | The course identifies major political and economic theories and systems; compares the United States' political and economic systems with these of other major countries and discusses how the systems interact. | N/A | 9-12 |
| Comparative Religions (.5-E) | The course compares major religions of the world; covers ethical-philosophical teachings, historical development, social and cultural impact on various societies and commonalities found in all religions. It integrates and reinforces social studies skills. | N/A | 9-12 |
| Current Issues (.5-E) | The course analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. It integrates and reinforces social studies skills. | N/A | 9-12 |
| Ethnic Studies (.5-E) | Examines the diversity of American society; focuses on various ethnic groups that make up the American population. Covers cultural orientation, contributions of each group and cultural perspectives of each group. Integrates and reinforces social studies skills. | N/A | 9-12 |
| The Individual and the Law (.5-E) | The course analyzes the foundations and functions of the American legal system. Examines types of laws, the individual's relationship to the law and major court decisions. It integrates and reinforces social studies skills. | N/A | 9-12 |
| Latin American Studies (.5-E) | The course examines the geographical, political, economic and cultural development of Latin American societies emphasizing selected case studies. | N/A | 9-12 |
| Sub-Saharan Studies (.5-E) | The course examines the geographical, political, economic and cultural development of African societies emphasizing selected case studies. | N/A | 9-12 |
| World Geography (.5-E) | The course investigates regions of the world and how these regions influence the historical, economic, political and cultural development in an interdependent world. Includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth). | N/A | 9-12 |

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| Psychology (.5-E) | The course investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders and research methods used in the study of psychology. Integrates and reinforces social studies skills. | N/A | 9-12 |
| Sociology (.5-E) | The course investigates principles of sociology, the individual in groups, social institutions, social control and the use of research methods to examine social problems. It integrates and reinforces social studies skills. | N/A | 9-12 |
| United States and World Affairs (.5-E) | The course focuses on global interrelationships, analyzing strategic geographic, political, economic and social issues that influence the United States' relationships with other countries in an interdependent world. | N/A | 9-12 |
| World Area Studies (.5-E) | The course examines a region of the world, focusing on an investigation of the geographic, historic, cultural, economic and political development of the region. Coursework might involve such topics as population, urbanization, environment and food supply. There are no QCC's or GPS's associated with this course. | N/A | 9-12 |
| World Geography (.5-E) | The course investigates regions of the world and how these regions influence the historical, economic, political and cultural development in an interdependent world. It includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth). | N/A | 9-12 |

Course Progression

APS 2017-2018 HIGH SCHOOL SOCIAL STUDIES PROGRESSION



***Electives:** Anthropology; AP Government/Politics: Comparative, AP Human Geography AP Psychology, Comparative Political / Economic Systems, Comparative Religions, Current Issues, Ethnic Studies, The Individual and the Law, Psychology, Sociology, United States and World Affairs, and World Geography.

There are no prerequisites for AP courses. Scheduling considerations may include; student's aptitude, balance of Georgia Milestones Assessments, student interest in the subject, prior year's performance, staffing concerns, resources, parent/guardian recommendation and Signature Programming.

World Languages

Philosophy:

Learning to communicate in another language is critical to our ability to function successfully in an increasingly global society. The APS World Languages program provides the opportunity for all students to develop and maintain proficiency in languages other than English. The World Language program is an articulated, sequential program that fosters cultural intelligence that prepares students for a global society, and increases student access to college and career options in a global economy.

| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
|---|---|--------------|--------|
| Level I (1-E) | Introduces the target language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of the target language-speaking cultures. | None | 6 - 11 |
| Level II (1-E) | Enhances Level One skills in the target language and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of the target language-speaking cultures. | Level I | 7 - 12 |
| Level III (1-E) | Enhances Level Two skills in the target language and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of the target language-speaking cultures. | Level II | 8 - 12 |
| Level IV (1-E) | Enhances Level Three skills in the target language and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a | Level III | 9 - 12 |

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| | broader and more extensive understanding of the target language-speaking cultures. | | |
| Level V (1-E) | Enhances Level Four skills in the target language and provides opportunities to increase levels of proficiency in all skill areas and to deepen understanding of the target language-speaking cultures. | Level IV | 10 - 12 |
| AP (1-E) | Conforms to College Board topics for the Advanced Placement Language Examination. Emphasizes the ability to comprehend formal and informal spoken target language, to acquire the vocabulary and grasp of structure to read newspapers, magazines and literature, to compose expository passages and to speak accurately and fluently. | Level IV or Level V | 10 – 12 |
| IB Year One SL (1-E) | Prepares students for the examination of the International Baccalaureate (Language B) in advanced listening, oral, reading, writing, and text handling skills with a wide range of oral and written texts on themes that explore change, groups in society and leisure. | Level III or higher | 11 |
| IB Year Two HL (1-E) | Offers students an enriched study of language, literature, and culture with relevance to international societies. Students review all language concepts and study representative writers in the original language independently and in groups. Students are immersed in a culturally rich environment in which they actively participate. They are assessed on effective and accurate communication. Tasks of the advanced language learner include use of the language within and outside of school, information and communication via technology, involvement in activities for personal enrichment and career development – all working to produce a lifelong learner. To achieve an appreciation and understanding of cultures, students will partake in higher-level interactive endeavors and culturally rich environments where their ability to communicate effectively and accurately plays an essential role. | IB Year One | 12 |
| Latin I (1-E) | Introduces students to the Latin language and ancient Roman civilization. Emphasizes the ability to write simple Latin phrases and to understand simple Latin passages presented orally and in writing. | None | 9-11 |
| Latin II (1-E) | Enhances Level One skills and provides opportunities to translate longer, more challenging passages. Emphasizes how ancient Roman language and civilization has influenced Western language and civilization. | Latin I | 10-12 |
| Latin III (1-E) | Enhances previously learned skills and introduces original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels. The authors whose works are studied are Catullus, Cicero, Horace, Ovid, and Vergil. Selected works from authors such as Aulus Gellius, Juvenal, Livy, Martial, | Latin II | 10-12 |

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| | Cornelius, Nepos, Plautus, Sallust, Pliny, as well as authors from later Latin, can be included. Explores the political, economic, social characteristics represented in the works studied and examines the various writing styles of the authors. | | |
| Latin IV (1-E) | Enhances previously learned skills and introduces original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels. The authors whose works are studied are Catullus, Cicero, Horace, Ovid, and Vergil. Selected works from authors such as Aulus Gellius, Juvenal, Livy, Martial, Cornelius, Nepos, Plautus, Sallust, Pliny, as well as authors from later Latin, can be included. Explores the political, economic, social characteristics represented in the works studied and examines the various writing styles of the authors. | Latin III | 11-12 |
| AP Latin (1-E) | Affords students the experiences needed to be successful on the College Board AP Latin exam. The course's goals are to develop the students' abilities to translate the required passages from Caesar's De bello Gallico and Vergil's Aeneid into English as literally as possible, to help them understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and the rhetorical devices employed. The course should also help students to be successful in analyzing Latin passages to understand how and why the author uses the language in a particular way and the effects he is hoping to produce. Students will learn to analyze the text and draw their own logical conclusions. For the Vergil text, students will learn dactylic hexameter and how it is used to enhance the text and create effect, and students will scan the poetry at least once a week. | Latin III/IV | 11-12 |

Course Progression

***Modern Languages (Arabic, Chinese, French, Spanish):



Classical Language (Latin):



*** Language offerings are determined at the school level, and vary from school to school.

Extended Core Courses

ESOL

Philosophy:

See pg. 16 for more information

| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
|--|--|--------------------------------|--------------|
| Communication Skills I (1-E) | This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested Composite Proficiency Level (CPL) of the student is CPL 1-2. | ESOL Program Eligibility | 9-12 |
| Communication Skills in Math (1-E) | This course supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening, and reading skills in mathematics. This course is appropriate for students at CPL levels 2-3. | ESOL Program Eligibility | 9-12 |
| Communication Skills in Science (1-E) | This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening, and reading skills in science. This course is appropriate for students at CPL levels 2-3. | ESOL Program Eligibility | 9-12 |
| Communication Skills in Social Studies (1-E) | This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening, and reading skills in social studies. This course is appropriate for students at CPL levels 2-3. | ESOL Program Eligibility | 9-12 |
| Communication Skills II (1-E) | This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas, and concepts necessary for academic success in the content area of language arts. The suggested Composite Proficiency Level of the student is CPL 1-2. | ESOL Program Eligibility | 9-12 |

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| Reading & Listening in the Content Areas (1-E) | This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies, and mathematics. The suggested Composite Proficiency Level is CPL 1-2. | ESOL Program Eligibility | 9-12 |
| Oral Communication in the Content Areas (1-E) | This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested Composite Proficiency Level of the student is CPL 2-3. | ESOL Program Eligibility | 9-12 |
| Writing in the Content Areas (1-E) | This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening, and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested Composite Proficiency Level is CPL 2-3. | ESOL Program Eligibility | 9-12 |
| Reading & Writing in Science (1-E) | This course supports and enhances reading and writing skills in Science and provides students with strategies for reading and comprehending scientific texts. This course is appropriate for students at CPL levels 3-4. | ESOL Program Eligibility | 9-12 |
| Reading & Writing in Social Studies (1-E) | This course focuses on reading and writing in social studies and provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses. The domains of reading and writing are integral to academic success in the social studies content courses and students must learn to develop both active and critical inferential skills to ensure academic success in the social studies content courses. This course is appropriate for students at CPL levels 2-3. | ESOL Program Eligibility | 9-12 |

Fine Arts

Philosophy:

The PK-12 arts curriculum emphasizes authentic, arts-centered learning while contributing to the signature programs of the respective clusters. An emphasis on life-long learning in the arts supports the implementation of a challenging arts curriculum that is designed to educate the whole child. The curriculum continually strives to develop critical and creative thinking, performance skills in each art form, vocabulary development, conceptual understanding, aesthetic insight, and cultural/historical knowledge.

**Students with prior experience in a given discipline may audition for the school's fine arts faculty to attempt to secure a waiver into an advanced class requiring a prerequisite.*

| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
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| VISUAL ARTS/COMPREHENSIVE | | | |
| Visual Arts/Comprehensive I (.5/E) | Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance. | NA | 9-12 |
| VISUAL ARTS/DRAWING AND PAINTING | | | |
| Visual Arts/Drawing I (.5/E) | Explores a variety of drawing techniques and media; emphasizes developing basic drawing skills and critical analysis skills for responding to master drawings. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures. | NA | 9-12 |
| *Visual Arts/Drawing II (.5/E) | Enhances level-one skills in technique and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists. | Visual Arts/Drawing I | 9-12 |
| Visual Arts/Drawing & Painting I (.5/E) | Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work. | NA | 9-12 |

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| *Visual Arts/Drawing & Painting II (.5/E) | Enhances level-one drawing and painting skills and provides opportunities to apply painting and drawing techniques in a variety of media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials. | Visual Arts/Drawing & Painting I | 9-12 |
| Visual Arts/Painting I (.5/E) | Explores a variety of techniques and wide range of painting media; emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of the color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures. | NA | 9-12 |
| *Visual Arts/Painting II (.5/E) | Enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media; emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style. | Visual Arts/Painting I | 9-12 |
| VISUAL ARTS/FINE AND FOLK CRAFTS | | | |
| Visual Arts/Applied Design I (.5/E) | Emphasizes design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. Stresses proper use of equipment and vocabulary and technical terms. Investigates the computer and its influence on and role in creating contemporary designs. Includes a cultural and historical study of master design works of different periods and styles. | NA | 9-12 |
| *Visual Arts/Applied Design II (.5/E) | Enhances level-one skills and provides opportunities to apply design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. Uses board- and computer-generated designs for art products; covers how to create designs and plan their presentation. | Visual Arts/Applied Design I | 9-12 |
| *Visual Arts/Applied Design III (.5/E) | Enhances level-two skills and provides further opportunities to apply design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. Uses board- and computer-generated designs for art products; covers how to create designs and plan their presentation. | Visual Arts/Applied Design II | 10-12 |

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| *Visual Arts/Applied Design IV (.5/E) | Enhances level-three skills and provides opportunities to apply design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. Uses board- and computer-generated designs for art products; covers how to create designs and plan their presentation. | Visual Arts/Applied Design III | 10-12 |
| International Baccalaureate Visual Arts, Year One (1/E) | Standard level: Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art | NA | 11 |
| International Baccalaureate Visual Arts, Year Two (1/E) | Higher level: Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art | IB Visual Arts, Year One | 12 |
| International Baccalaureate Art History, Year One (1/E) | Standard level: This course aims to help students understand the nature of art history by studying it, and to understand the forms it takes in other cultures. | NA | 11 |
| International Baccalaureate Art History, Year Two (1/E) | Higher level: Introduces advanced art history and its impact throughout time and various cultures. | IB Art History, Year One | 12 |
| Jewelry and Metal Crafts I (.5/E) | Students will use a variety of materials and methods to design and create jewelry. The student will form and join metals using basic casting and fabrication techniques. Historical and contemporary developments in jewelry design will be explored. | NA | 9-12 |
| VISUAL ARTS/PRINTMAKING | | | |
| Visual Arts/Printmaking I (.5/E) | Introduces a variety of printmaking techniques using processes such as relief printing (monoprint, collograph block), intaglio processes (etching and engraving) and perigraphy (silkscreen films, stencils, and block-out). Investigates the historical development of printmaking in Western and non-Western cultures. Emphasizes design elements and principles; introduces art criticism approach applied to fine art prints. | NA | 9-12 |
| *Visual Arts/Printmaking II (.5/E) | Enhances level-one skills and provides opportunities to practice intermediate printmaking techniques. Explores design, execution, printing and presentation of print editions; introduces master printmakers using various styles and techniques. | Visual Arts/Print-making I | 9-12 |

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| *Visual Arts/Printmaking III (.5/E) | Enhances level-two skills and explores selected techniques using complex designs, materials, tools and equipment. May include engraving on metal, wood or plexiglass, lithography, photo silkscreen and other techniques. | Visual Arts/Print-making II | 10-12 |
| *Visual Arts/Printmaking IV (.5/E) | Enhances level-three skills and further explores selected techniques using complex designs, materials, tools and equipment. May include engraving on metal, wood or plexiglass, lithography, photo silkscreen and other techniques. Stresses personal expression of individual creative ideas and depth of exploration in selected techniques. | Visual Arts/Print-making III | 10-12 |
| VISUAL ARTS/SCULPTURE | | | |
| Visual Arts/Sculpture I (.5/E) | Introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive and modeling methods; explores traditional and nontraditional materials for sculpted works and their sculptors. | NA | 9-12 |
| *Visual Arts/Sculpture II (.5/E) | Enhances level-one skills and explores the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive and modeling methods; explores traditional and nontraditional materials for sculpted works and their sculptors. | Visual Arts/Sculpture I | 9-12 |
| *Visual Arts/Sculpture III (.5/E) | Enhances level-two skills and introduces advanced exploration and mastery of selected, complex techniques, designs, materials, tools and equipment. Introduces casting, molding, gouging, brazing, soldering, piercing and mixed media. Stresses personal expression of creative ideas and depth of exploration in selected techniques; continues critical study of master sculptures and sculptors. | Visual Arts/Sculpture II | 10-12 |
| *Visual Arts/Sculpture IV (.5/E) | Enhances level-three skills and provides advanced exploration and mastery of selected, complex techniques, designs, materials, tools and equipment. Explores casting, molding, gouging, brazing, soldering, piercing and mixed media. Stresses personal expression of creative ideas and depth of exploration in selected techniques; continues critical study of master sculptures and sculptors. | Visual Arts/Sculpture III | 10-12 |

| VISUAL ARTS/MEDIA ARTS | | | |
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| Visual Arts/Photography I (.5/E) | Introduces photography as an art form; covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs; introduces 35mm photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment. | NA | 9-12 |
| *Visual Arts/Photography II (.5/E) | Enhances level-one skills and provides opportunities to apply photographic design methods. Introduces enlarging negatives and stresses composing and processing techniques using a 35mm camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques and safe use of photographic materials and equipment and darkroom techniques. Continues to explore photography and photographers for historical and critical appraisal. | Visual Arts/Photography I | 9-12 |
| *Visual Arts/Photography III (.5/E) | Enhances level-two skills and provides opportunities to apply more complex photographic designs. Introduces advanced and experimental pinhole and/or 35mm photographic techniques. Explores alternative, experimental developing chemicals and processes. Stresses personal expression of ideas and depth of exploration in selected photo techniques. Continues to explore photography and photographers for historical and critical appraisal. | Visual Arts/Photography II | 10-12 |
| *Visual Arts/Photography IV (.5/E) | Enhances level-three skills and provides opportunities to apply more complex photographic designs using advanced and experimental pinhole and/or 35mm photographic techniques. Explores alternative, experimental developing chemicals and processes. Stresses personal expression of ideas and depth of exploration in selected photo techniques. Continues to explore photography and photographers for historical and critical appraisal. | Visual Arts/Photography III | 10-12 |
| Visual Arts/Graphics I (.5/E) | Introduces graphic design as seen in posters, advertisements, logos, illustrations, signs and package or product designs. Covers selected graphic design elements, vocabulary and the media, tools, equipment, techniques, processes and styles used for graphics. Investigates the historical development of graphics design and its function in contemporary society. | NA | 9-12 |

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| | Stresses using the computer as a major design tool; explores career opportunities. | | |
| *Visual Arts/Graphics II (.5/E) | Enhances level-one skills in graphic design. Introduces advanced design problems and how to apply creative ideas using storyboards, layouts and models. Stresses use of vocabulary, tools, media, equipment and techniques in planning and producing the product. | Visual Arts/Graphics I | 9-12 |
| *Visual Arts/Graphics III (.5/E) | Enhances level-two skills in graphic design. Covers how to plan and present creative design ideas; emphasizes design elements and principles, marketing psychology, production techniques and schedules. Explores the design team concept. | Visual Arts/Graphics II | 10-12 |
| *Visual Arts/Graphics IV (.5/E) | Enhances level-three skills in graphic design. Further explores how to plan and present creative design ideas; emphasizes design elements and principles, marketing psychology, production techniques and schedules. Continues to explore the design team concept. | Visual Arts/Graphics III | 10-12 |
| Graphics Animation & Design Projects (.5/E) | Teaches illustration as it applies to sequential art and animation. Topics will include the narrative arc, the rules of animation, character design, and anatomy for motion. Students will use a variety of hardware and software tools to create graphic design and animation projects. | NA | 9-12 |
| Advanced Digital & Media Design Projects (.5/E) | Teaches students to use a variety of hardware and software tools to create digital media projects. Students will create portfolios that showcase a variety of digital media skills. Projects can include elements of illustration, electronic publishing, application design, 2D animation, video production, special effects, 3D animation, music production, photography, graphic design, interface design, and web design. | Graphics Animation & Design Projects | 9-12 |
| Visual Arts/Video I (.5/E) | Introduces video as an art form; covers technical and expressive considerations of program production, such as equipment, lighting, costumes, setting, props and script. Provides opportunities to participate in each phase of video productions; stresses analysis of video production based on selected evaluation criteria. Emphasizes elements and principles of design in composition exercises. | NA | 9-12 |
| *Visual Arts/Video II (.5/E) | Enhances level-one skills and provides opportunities to apply technical, expressive and compositional principles to video production. Emphasizes creative ideas and approaches to video production; stresses analysis of creative and expressive techniques of major video artists and their work. | Visual Arts/Video I | 9-12 |

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| *Visual Arts/Video III (.5/E) | Enhances level-two skills and provides opportunities to apply technical, expressive and compositional principles to video production. Emphasizes creative ideas and stylistic approaches to video production; stresses analysis of creative and expressive techniques of major video artists and their works. Promotes continued discussion of video as an art form with aesthetic merit. | Visual Arts/Video II | 10-12 |
| *Visual Arts/Video IV (.5/E) | Enhances level-three skills and provides opportunities to apply technical, expressive and compositional principles to video production. Interprets individual ideas with emphasis on compositional principles. Collaborates with other design team members. Evaluates own video art and video art of other artists based on a predetermined set of criteria. Talks about the aesthetic merit of video art. | Visual Arts/Video III | 10-12 |
| VISUAL ARTS/ADVANCED PLACEMENT STUDIO | | | |
| Advanced Placement Studio Art: Drawing (.5/E) | Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. | NA | 11-12 |
| Advanced Placement Studio Art: 2D Design Portfolio (.5/E) | Conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. | NA | 11-12 |
| Advanced Placement Studio Art: 3D Design Portfolio (.5/E) | Conforms to College Board topics for the Advanced Placement Studio 3D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. | NA | 11-12 |
| VISUAL ARTS/ART HISTORY AND CRITICISM | | | |
| Visual Arts/Art History and Criticism I (.5/E) | Introduces art history through art works from antiquity to the present. Covers style, symbolism, media, subject matter and the purposes of art and artist; explores the technological, economic, religious, political and social influences on development of architecture, painting, sculpture and other art forms. Emphasizes the relationship of history to art criticism, aesthetics and art productions. | NA | 9-12 |

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| *Visual Arts/Art History and Criticism II (.5/E) | Enhances level-one skills; covers ideas, theory and style in art works from antiquity to the present. Includes investigation into the social role of the artist, patronage and art audiences and originality and contextual influences using sources such as books, slides, videos and reproductions. Offers opportunities to apply art criticism methods (describing, analyzing, interpreting and evaluating) to artworks rather than to secondary sources. | Visual Arts/Art History and Criticism I | 9-12 |
| *Advanced Placement Art History (.5/E) | 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, 17th and 18th century, 19th century, 20th century and non-Western art. | Visual Arts/Art History and Criticism II | 11-12 |
| DANCE, SECONDARY, BALLET | | | |
| Ballet I (.5/E) | Introduces basic ballet technique; covers placement, turn out, body lines, epaulement, adagio and allegro skills. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. | NA | 9-12 |
| *Ballet II (.5/E) | Enhances level-one skills; emphasizes the development and execution of elementary technical skills. Offers opportunities to perform and observe quality dance as an art form. | Ballet I | 9-12 |
| *Ballet III (.5/E) | Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of ballet vocabulary and a broader experience of performance opportunities. | Ballet II | 10-12 |
| *Ballet IV (.5/E) | Enhances level-three skills; emphasizes advanced-level technical skills, technique development, artistic growth and individual style. | Ballet III | 10-12 |
| *Ballet V (.5/E) | Enhances level-four skills; emphasizes advanced-level technical skills, technique development, artistic growth and individual style. | Ballet IV | 11-12 |
| DANCE, SECONDARY, JAZZ DANCE | | | |
| Jazz Dance I (.5/E) | Introduces basic jazz techniques and vocabulary. Emphasizes aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. | NA | 9-12 |
| *Jazz Dance II (.5/E) | Enhances level-one skills; introduces jazz vocabulary, combinations of jazz technique skills, complex rhythms, longer phrases and specific techniques. | Jazz Dance I | 9-12 |

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| *Jazz Dance III (.5/E) | Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of jazz vocabulary and a broader experience of performance opportunities. | Jazz Dance II | 10-12 |
| *Jazz Dance IV (.5/E) | Enhances level-three skills; emphasizes advanced-level technical skills, further expansion of jazz vocabulary and a broader experience of performance opportunities. | Jazz Dance III | 10-12 |
| DANCE, SECONDARY, MODERN | | | |
| Modern Dance I (.5/E) | Introduces modern dance; covers shape, form, line and experimentation with individual expression and creativity. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. | NA | 9-12 |
| *Modern Dance II (.5/E) | Enhances level-one skills; emphasizes complex rhythms, movement combinations, longer phrases, transitions and centering on a specific technique. Offers performing and observation opportunities. | Modern Dance I | 9-12 |
| *Modern Dance III (.5/E) | Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of modern dance vocabulary, improvisation and a broader experience of performance opportunities. | Modern Dance II | 10-12 |
| *Modern Dance IV (.5/E) | Enhances level-three skills; emphasizes advanced-level technical skills, speed and quality of movement, complex combinations, improvisational performance technique, the development of individual style and artistic growth. | Modern Dance III | 10-12 |
| DANCE, SECONDARY, GENERAL | | | |
| Dance History (.5/E) | Introduces dance history; covers its historical and cultural growth in various societies and the development of dance in Western culture. | NA | 9-12 |
| Dance Composition (.5/E) | Introduces dance composition; covers how to identify and execute the basic principles of composition (i.e., design, improvisation, use of qualities and musical forms). Concentrates on the development of themes and performance of multiple phrase composition. Emphasizes individual creativity and use of choreographic tools. | NA | 9-12 |
| Dance I (.5/E) | Students will develop coordination, flexibility and strength and acquire technical skills in preparation for further dance study. Students explore the role of dance in various cultures and observe and critique dance performances using specified criteria and appropriate dance terminology. | NA | 9-12 |

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| *Dance II (.5/E) | Students extend their knowledge and skills in various dance forms, public performance techniques and choreographic concepts. Students study dance analysis, dance history and movement sciences as they related to injury prevention and technical training. | Dance I | 9-12 |
| *Dance III (.5/E) | Students acquire a comprehensive understanding of the elements of movement and dance technique. Areas of concentration include choreography, dance analysis, dance history, movement science with an emphasis on technical instruction in ballet, jazz and modern techniques. | Dance II | 10-12 |
| *Dance IV (.5/E) | Students will continue to cultivate their knowledge in dance history, dance analysis, and refine their skills in choreography and performance techniques. Students will demonstrate a comprehensive understanding of the elements of movement and will perfect and refine their technique focusing on artistry and individuality. | Dance III | 10-12 |
| International Baccalaureate Dance, Year One (1/E) | The course focuses on the composition, performance and analysis of dance, or “expressive movement,” which is practiced amongst peoples of various backgrounds, and for a variety of purposes, throughout the planet. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. The recommended teaching time—150 hours (SL). | NA | 11 |
| International Baccalaureate Dance, Year Two (1/E) | The course focuses on the composition, performance and analysis of dance, or “expressive movement,” which is practiced among people of various backgrounds, and for a variety of purposes, throughout the planet. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. The recommended teaching time— 240 hours (HL). | IB Dance, Year One | 12 |
| SPECIALIZED DANCE | | | |
| Men’s Dance (.5/E) | This class focuses on the technical and physical requirements of dance as it pertains to the role of the male dancer. The student will be introduced to Men’s ballet vocabulary, repertory, variations, conditioning and athletic enhancement. | NA | 9-12 |

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| African Dance (.5/E) | Students will explore the basic dance movements and rhythms of West African dance. Through the exploration of traditional dance and songs, students will gain an understanding of the history of movement and its cultural significance. Students will also develop basic sequencing skills and rhythm. | NA | 9-12 |
| DRAMATIC ARTS/FUNDAMENTALS, SECONDARY | | | |
| Theatre Arts/Fundamentals I (.5/E) | Dramatic Arts/Fundamentals I and serves as prerequisite for other theater/drama courses. Develops and applies performance skills through access to basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms. | NA | 9-12 |
| *Theatre Arts/Fundamentals II (.5/E) | Enhances level-one skills by producing and studying children's theater in depth with performance opportunities. | Theatre Arts/Fundamentals I | 9-12 |
| *Theater Arts/Fundamentals III (.5/E) | Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes. | Theatre Arts/Fundamentals II | 10-12 |
| *Theater Arts/Fundamentals IV (.5/E) | Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application. | Theater Arts/Fundamentals III | 10-12 |
| DRAMATIC ARTS/MUSICAL THEATER | | | |
| Theatre Arts/Musical Theater I (.5/E) | Introduces the style and characteristic elements of modern musical theater. 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. | NA | 9-12 |
| *Theatre Arts/Musical Theater II (.5/E) | Enhances level-one skills with a focus on voice production and provides opportunities for performance. | Theatre Arts/Musical Theater I | 9-12 |
| *Theatre Arts/Musical Theater III (.5/E) | Enhances level-two skills; focuses on character study with opportunities for performance. | Theatre Arts/Musical Theater II | 10-12 |
| *Theater Arts/Musical Theater IV (.5/E) | Enhances level-three skills; focuses on choreography as related to production and offers opportunity for performance. | Theatre Arts/Musical Theater III | 10-12 |
| DRAMATIC ARTS/TECHNICAL THEATER | | | |
| Theatre Arts/Technical Theater I (.5/E) | Introduces technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes. | NA | 9-12 |

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| *Theatre Arts /Technical Theater II (.5/E) | 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. | Theatre Arts/Technical Theater I | 9-12 |
| *Theatre Arts/Technical Theater III (.5/E) | Enhances level-two skills in drafting and set design and includes in-depth exploration of light operation, sound operation, stage management, costume construction, set development, make-up and production staff. | Theatre Arts /Technical Theater II | 10-12 |
| *Theatre Arts/Technical Theater IV (.5/E) | 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. | Theatre Arts/Technical Theater III | 10-12 |
| Foundations of Sound Recording (.5/E) | This course develops an understanding of the techniques and technology involved in modern multi-track recording and mixing. Course topics include the basic physics of sound, amplitude, frequency, and movement of sound through space. Instrument sounds will be studied in order to understand proper microphone placement, (settings of microphone preamps, equalizing, compressing, and mixing). Also covered will be the basic flow of audio as it relates to cables, connectors, and patch-bays. Various components of the mixing console, amplifier, speakers, tape machines, channel strips, master sections, and digital workstations will be studied. A description and function of each device will be studied. This course offers hands-on experience. | NA | 9-12 |
| Advanced Recording and Post Production Techniques (.5/E) | This course presents an advanced, hands-on approach to the principles of tapeless digital recording on a variety of digital workstation platforms, and the application of audio/studio technology in the production of audio for video/film/television. Training will include disk-based digital audio, synchronization, audio for video and film, and multi-channel sound mixing techniques. Focusing on the use of digital audio workstations in an audio post-production environment, including microphone setups for instrument and voice, acoustics, equalization, level settings, and compressors. Editing, goal setting, notation and chart reading, SMPTE code, Midi Time Code, FSK, serial digital, RS422 and RS 232 will be covered in this course. | NA | 9-12 |

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| Multi-Channel and Applied Digital Audio (.5/E) | This course presents an overview of multi-channel audio technology, including the history and development of multi-channel audio systems. Current trends in multi-channel digital audio technology are developed. The course also presents an overview of digital audio technology. Emphasis is placed on the conceptual design of analog to digital to analog converters. Students will discuss multi-channel encoding/decoding, formats and standards such as Dolby DTRS, and THX. Course offers extensive hands-on experience on a digital audio workstation. | NA | 9-12 |
| DRAMATIC ARTS/ADVANCED DRAMA | | | |
| Theatre Arts/Advanced Drama I (.5/E) | Introduces acting and theater as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication. Enhances vocal techniques and specific patterns for better verbal communication. | NA | 9-12 |
| *Theatre Arts/Advanced Drama II (.5/E) | Enhances level-one skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies. | Theatre Arts/Advanced Drama I | 9-12 |
| *Theatre Arts/Advanced Drama III (.5/E) | This course enhances level-two skills and is devoted to studying the literature of the theatre including dramatic structure and varieties of dramatic literature from different periods. | Theatre Arts/Advanced Drama II | 10-12 |
| *Theatre Arts/Advanced Drama IV (.5/E) | This course is for the experienced student performer. Students focus on scene analysis, critical reviewing, and directing. Students identify and analyze dramatic theories, styles, and literature. | Theatre Arts/Advanced Drama III | 10-12 |
| International Baccalaureate Theatre, Year One (1/E) | Standard level: This course aims to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures. | NA | 11 |
| International Baccalaureate Theatre, Year Two (1/E) | Higher level: This course aims to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures. | IB Theatre, Year One | 12 |
| DRAMATIC ARTS/ACTING | | | |
| Theatre Arts/Acting I (.5/E) | Introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions and ideas; enhances self-confidence and self-awareness. Focuses on scene study. | NA | 9-12 |

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| *Theatre Arts/Acting II (.5/E) | Enhances level-one skills with emphasis on classical and historical scene study. | Theatre Arts/Acting I | 9-12 |
| *Theatre Arts/Acting III (.5/E) | Enhances level-one and level-two skills taught in Acting I and Acting II. Emphasizes advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises. The course can also provide opportunities to compete in literary competitions and one-act play festivals. | Theatre Arts/Acting II | 10-12 |
| DRAMATIC ARTS/FILM/VIDEO & TELEVISION | | | |
| Dramatic Arts/Film/Video & Television I (.5/E) | Provides an overview of film, television and video and their relationship to drama and theater. Covers technical considerations of program production and the interactive roles of the director, actor, choreographer and technical designers. Provides opportunities to analyze film, television and video productions and to develop criteria to evaluate these media forms. | NA | 9-12 |
| *Dramatic Arts/Film/Video & Television II (.5/E) | Enhances level-one skills and focuses on the production of a product in video format. | Dramatic Arts/Film/Video & Television I | 9-12 |
| International Baccalaureate Film, Year One (1/E) | At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film. Although the standard level (SL) and higher level (HL) syllabus outlines share elements, there is a clear distinction between both the explicit and implicit demands at these levels. Through a variety of teaching approaches, including the construction and deconstruction of film texts, all students, whether SL or HL, are encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of film. Students are assessed both externally and internally External assessment consists of a) the Independent study (rationale, script and list of sources for a short documentary production on an aspect of film theory and/or film history, based on particular films from more than one country), and b) the Presentation (an oral presentation of a detailed critical analysis of a continuous extract from a prescribed film) Internal assessment consists of the Production portfolio (a student's completed film project and its accompanying documentation (at HL includes a trailer). | NA | 11 |

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| International Baccalaureate Film, Year Two (1/E) | At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film. Although the standard level (SL) and higher level (HL) syllabus outlines share elements, there is a clear distinction between both the explicit and implicit demands at these levels. Through a variety of teaching approaches, including the construction and deconstruction of film texts, all students, whether SL or HL, are encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of film. Students are assessed both externally and internally External assessment consists of a) the Independent study (rationale, script and list of sources for a short documentary production on an aspect of film theory and/or film history, based on particular films from more than one country), and b) the Presentation (an oral presentation of a detailed critical analysis of a continuous extract from a prescribed film) Internal assessment consists of the Production portfolio (a student's completed film project and its accompanying documentation (at HL includes a trailer). | IB Film, Year One | 12 |
| Theatre Marketing (.5/E) | This course is designed to provide participants with knowledge, research, exploration, and analysis to enable them to effectively promote dramatic arts in a variety of setting. | NA | 9-12 |
| Music Appreciation I (.5/E) | Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music. | NA | 9-12 |
| *Music Appreciation II (.5/E) | Enhances level-one skills and understanding. Emphasizes an in-depth approach to music through performance, creativity and listening. Encourages independent music learning to develop a lifelong interest in music. Builds skills of perception and discrimination in listening. | NA | 9-12 |
| *Music Appreciation III (.5/E) | Enhances level-two skills. Emphasizes developing a framework for critical analysis of music. Provides knowledge and skills for development of independent reading and performance on folk instruments. Encourages composition and use of electronic media. | NA | 10-12 |

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| *Music Appreciation IV (.5/E) | Enhances level-three skills. Provides an individualized, in-depth examination of current issues in music such as ethnic influences, styles, values and aesthetics. Encourages independent judgments based on critical analysis and the ability to write or speak objectively about music. | NA | 10-12 |
| MUSIC, SECONDARY, GENERAL | | | |
| Beginning Music Theory and Composition (.5/E) | 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. | NA | 9-12 |
| *Intermediate Music Theory and Composition (.5/E) | Enhances level-one skills. Emphasizes advanced composition techniques and analysis of Western masterworks from all musical styles. Offers opportunities to create and produce original works; may include using computers for composition. Introduces non-Western approaches to theory and composition. | Beginning Music Theory and Composition | 9-12 |
| *Advanced Music Theory and Composition (.5/E) | This course provides opportunities for students to learn advanced composition techniques by composing melodies in major and minor keys using antecedent/consequent phrase structures, unifying motives, sequences, appropriate cadences, and a variety of embellishments and non-harmonic tones. Critical analysis skills are developed as students identify mode, meter, instrumentation, texture, phrase, and period structure and cadences in given aural and written examples from the standard literature. | Intermediate Music Theory and Composition | 10-12 |
| *Advanced Placement Music Theory (.5/E) | Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding. | Advanced Music Theory and Composition | 10-12 |
| Beginning Music Technology (.5/E) | Students will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments. | NA | 9-12 |
| *Intermediate Music Technology (.5/E) | Students will compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems. | Beginning Music Technology | 9-12 |

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| *Advanced Music Technology (.5/E) | This course provides opportunities for students to learn advanced composition techniques by composing melodies in major and minor keys using antecedent/consequent phrase structures, unifying motives, sequences, appropriate cadences, and a variety of embellishments and non-harmonic tones. Critical analysis skills are developed as students identify mode, meter, instrumentation, texture, phrase, and period structure and cadences in given aural and written examples from the standard literature. | Intermediate Music Technology | 10-12 |
| Music History and Literature I (.5/E) | Introduces musical genres, styles, composers and media in historical context. Includes comparison and contrast of musical style periods from antiquity to the contemporary period, the prominent composers and literature of the period, social and cultural influences, interdisciplinary studies of art, theater, dance, politics, and music of world cultures and indigenous American music. Emphasizes perceptive listening and analysis and speaking and writing about music and musicians. | NA | 9-12 |
| *Music History and Literature II (.5/E) | Enhances level-one skills. Offers further opportunities to study the historical development of musical genres, styles, composers and media through the ages. Includes contemporary and indigenous American music. Stresses perceptive listening and analysis and speaking and writing about music and musicians. | Music History and Literature I | 9-12 |
| Contemporary Music Studies, Ethnic and Folk (.5/E) | Provides opportunities to explore the historical and socio-cultural development of indigenous American ethnic and folk music. Traces the roots of the music to its origins, styles, composers, performers and socio-political influences. | NA | 9-12 |
| International Baccalaureate Music, Year One (1/E) | At the core of the IB music course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the study of music. | NA | 11 |
| International Baccalaureate Music, Year Two (1/E) | At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the study of music. | IB Music, Year One | 12 |

| MUSIC, BAND | | | |
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| Beginning Band I (.5/E) | Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. | NA | 9-12 |
| *Beginning Band II (.5/E) | Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences. | Beginning Band I | 9-12 |
| *Beginning Band III (.5/E) | Enhances level-two skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production and analysis; includes historical and cultural contributions and influences, creative aspects of music and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble; stresses individualized learning and group experiences. | Beginning Band II | 10-12 |
| *Beginning Band IV (.5/E) | Enhances level-three skills. Provides further opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. | Beginning Band III | 10-12 |
| *Intermediate Band I (.5/E) | Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills. | Beginning Band IV | 10-12 |
| *Intermediate Band II (.5/E) | Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and | Intermediate Band I | 10-12 |

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| | appreciation of music. Stresses individualized learning and group experiences. | | |
| *Intermediate Band III (.5/E) | Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. | Intermediate Band II | 11-12 |
| *Intermediate Band IV (.5/E) | Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision with increasingly difficult literature. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, practice strategies and group experiences. | Intermediate Band III | 11-12 |
| *Advanced Band I (.5/E) | Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences. | Intermediate Band IV | 11-12 |
| *Advanced Band II (.5/E) | Enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences. | Advanced Band I | 11-12 |
| *Advanced Band III (.5/E) | Enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences. | Advanced Band II | 12 |

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| *Advanced Band IV (.5/E) | Enhances level-three skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress in an increasing breadth of repertoire, individual learning strategies and ensemble experiences. | Advanced Band III | 12 |
| MUSIC, ORCHESTRA | | | |
| Beginning Orchestra I (Grades 9-12) (.5/E) | Provides opportunities to develop performance skills and precision on orchestral stringed instruments. Emphasizes 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 ensemble experiences. | NA | 9-12 |
| *Beginning Orchestra II (.5/E) | Enhances level-one skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences. | Beginning Orchestra I | 9-12 |
| *Beginning Orchestra III (.5/E) | Enhances level-two skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences. | Beginning Orchestra II | 10-12 |
| *Beginning Orchestra IV (.5/E) | Enhances level-three skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences. | Beginning Orchestra III | 10-12 |

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| *Intermediate Orchestra I (.5/E) | Provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. 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. | Beginning Orchestra IV | 10-12 |
| *Intermediate Orchestra II (.5/E) | Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Intermediate Orchestra I | 10-12 |
| *Intermediate Orchestra III (.5/E) | Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Intermediate Orchestra II | 11-12 |
| *Intermediate Orchestra IV (.5/E) | Enhances level-three skills and provides further opportunities for intermediate level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Intermediate Orchestra III | 11-12 |
| *Advanced Orchestra I (.5/E) | Provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. 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. | Intermediate Orchestra IV | 11-12 |

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| *Advanced Orchestra II (.5/E) | Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Advanced Orchestra I | 11-12 |
| *Advanced Orchestra III (.5/E) | Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Advanced Orchestra II | 12 |
| *Advanced Orchestra IV (.5/E) | Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Advanced Orchestra III | 12 |
| MUSIC, ETHNIC AND FOLK | | | |
| Beginning Jazz I (.5/E) | Offers opportunities to develop performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences. Emphasizes improvisation and composition; stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form. | NA | 9-12 |
| *Beginning Jazz II (.5/E) | Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form. | Beginning Jazz I | 9-12 |

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| *Beginning Jazz III (.5/E) | Enhances level-two skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. | Beginning Jazz II | 10-12 |
| *Beginning Jazz IV (.5/E) | Enhances level-three skills and provides further opportunities to develop performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. | Beginning Jazz III | 10-12 |
| *Intermediate Jazz I (.5/E) | Offers opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. | Beginning Jazz IV | 10-12 |
| *Intermediate Jazz II (.5/E) | Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. | Intermediate Jazz I | 10-12 |

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| *Intermediate Jazz III (.5/E) | Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. | Intermediate Jazz II | 11-12 |
| *Intermediate Jazz IV (.5/E) | Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. | Intermediate Jazz III | 11-12 |
| *Advanced Jazz I (.5/E) | Offers opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. | Intermediate Jazz IV | 11-12 |
| *Advanced Jazz II (.5/E) | Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. | Advanced Jazz I | 11-12 |

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| *Advanced Jazz III (.5/E) | Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. | Advanced Jazz II | 12 |
| *Advanced Jazz IV (.5/E) | Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. | Advanced Jazz III | 12 |
| African-American Music Studies I (.5/E) | Explores African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries. | NA | 9-12 |
| *African-American Music Studies II (.5/E) | Enhances level-one skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries. | African-American Music Studies I | 9-12 |
| *African-American Music Studies III (.5/E) | Enhances level-two skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries. | African-American Music Studies II | 10-12 |

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| *African-American Music Studies IV (.5/E) | Enhances level-three skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries. | African-American Music Studies III | 10-12 |
| American Folk Music Studies I (.5/E) | Explores American folk music. Emphasizes concept of American folk music idioms such as Southern gospel, Appalachian music and music of the American West. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians. | NA | 9-12 |
| *American Folk Music Studies II (.5/E) | Enhances level-one skills and provides further opportunities to explore American folk music. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians. | American Folk Music Studies I | 9-12 |
| *American Folk Music Studies III (.5/E) | Enhances level-two skills and provides further opportunities to explore American folk music. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians. | American Folk Music Studies II | 10-12 |
| *American Folk Music Studies IV (.5/E) | Enhances level-three skills and provides further opportunities to explore American folk music. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians. | American Folk Music Studies III | 10-12 |
| Ethnic Music Studies I (.5/E) | Develops the understanding that there are many different, but equally valid, forms of musical and artistic expression and encourages students to develop a broad perspective based on understanding, tolerance and respect for a variety of opinions and approaches. | NA | 9-12 |
| *Ethnic Music Studies II (.5/E) | Enhances level-one skills and provides further opportunities to explore ethnic music studies. Reflects the ethnic diversity of the world and of the United States in particular through representative songs and instrumental selections, dances and guided listening. | Ethnic Music Studies I | 9-12 |
| *Ethnic Music Studies III (.5/E) | Builds upon level-two skills and provides more in-depth analysis of styles and continued performance experiences. Encourages interdisciplinary study of ethnic cultures through art, literature, drama and social studies. | Ethnic Music Studies II | 10-12 |

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| *Ethnic Music Studies IV (.5/E) | Expands upon level-three skills and provides opportunities for analysis, evaluation and synthesis of a variety of world music. Increases ability to perform, listen intelligently and appreciate many types of music. | Ethnic Music Studies III | 10-12 |
| MUSIC, CHAMBER ENSEMBLES, SECONDARY | | | |
| Beginning Choral Ensemble I (.5/E) | Provides opportunities to develop performance skills and knowledge in ensemble singing. Limited to 16 to 20 performers and may include any style period. Covers performance and production, analysis and theoretical studies, historical and cultural influences, creative aspects of music and appreciation of music. Stresses balance of individual progress and group success. | NA | 9-12 |
| *Beginning Choral Ensemble II (.5/E) | Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers, may include choral literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Beginning Choral Ensemble I | 9-12 |
| *Beginning Choral Ensemble III (.5/E) | Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Beginning Choral Ensemble II | 10-12 |
| *Beginning Choral Ensemble IV (.5/E) | Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences; focuses on tone, balance and vocal production. | Beginning Choral Ensemble III | 10-12 |
| *Intermediate Choral Ensemble I (.5/E) | Provides opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and group experiences; offers large and small ensemble experiences. | Beginning Choral Ensemble IV | 10-12 |

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| *Intermediate Choral Ensemble II (.5/E) | Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences; builds skills in reading and vocal performance. | Intermediate Choral Ensemble I | 10-12 |
| *Intermediate Choral Ensemble III (.5/E) | Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences; continues reading and performance emphasis. | Intermediate Choral Ensemble II | 11-12 |
| *Intermediate Choral Ensemble IV (.5/E) | Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, group experiences and tone, balance and musicianship. | Intermediate Choral Ensemble III | 11-12 |
| *Advanced Choral Ensemble I (.5/E) | Provides opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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 and a variety of styles appropriate to the smaller ensemble. | Intermediate Choral Ensemble IV | 11-12 |

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| *Advanced Choral Ensemble II (.5/E) | Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 120 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Advanced Choral Ensemble I | 11-12 |
| *Advanced Choral Ensemble III (.5/E) | Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Advanced Choral Ensemble II | 12 |
| *Advanced Choral Ensemble IV (.5/E) | Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Advanced Choral Ensemble III | 12 |
| Beginning Instrumental Ensemble I (.5/E) | Offers smaller ensemble experience for instrumentalists in large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | NA | 9-12 |
| *Beginning Instrumental Ensemble II (.5/E) | Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | Beginning Instrumental Ensemble I | 9-12 |

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| *Beginning Instrumental Ensemble III (.5/E) | Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | Beginning Instrumental Ensemble II | 10-12 |
| *Beginning Instrumental Ensemble IV (.5/E) | Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | Beginning Instrumental Ensemble III | 10-12 |
| *Intermediate Instrumental Ensemble I (.5/E) | Offers intermediate-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | Beginning Instrumental Ensemble IV | 10-12 |
| *Intermediate Instrumental Ensemble II (.5/E) | Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | Intermediate Instrumental Ensemble I | 10-12 |
| *Intermediate Instrumental Ensemble III (.5/E) | Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | Intermediate Instrumental Ensemble II | 11-12 |

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| *Intermediate Instrumental Ensemble IV (.5/E) | Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | Intermediate Instrumental Ensemble III | 11-12 |
| *Advanced Instrumental Ensemble I (.5/E) | Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | Intermediate Instrumental Ensemble IV | 11-12 |
| *Advanced Instrumental Ensemble II (.5/E) | Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | Advanced Instrumental Ensemble I | 11-12 |
| *Advanced Instrumental Ensemble III (.5/E) | Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | Advanced Instrumental Ensemble II | 12 |
| *Advanced Instrumental Ensemble IV (.5/E) | Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. | Advanced Instrumental Ensemble III | 12 |

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| | Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. | | |
| Individual Vocal Projects (.5/E) | An advanced vocal project will be selected by the student and approved by the teacher. The student's selected area of interest in this independent study could include advanced vocal performance, conducting, arranging, or composition. Master classes and vocal coaching will be offered based on an audition. A performance-based assessment tool will be used to evaluate final projects. | NA | 9-12 |
| Song Writing (.5/E) | This course focuses on an effective process for writing songs. Students will learn how to express their ideas through lyrics and music. They will learn techniques for writing lyrics and setting them to music. Final songwriting projects will be performed in class, but no prior songwriting or musical experience is necessary. | NA | 9-12 |
| MUSIC, GUITAR STUDIES | | | |
| Beginning Guitar Techniques I (Grades 9-12) (.5/E) | 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. | NA | 9-12 |
| *Beginning Guitar Techniques II (.5/E) | Enhances level-one skills and provides further opportunities for individualized study in 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. | Beginning Guitar Techniques I | 9-12 |
| *Beginning Guitar Techniques III (Grades (.5/E) | Enhances level-two skills and provides further opportunities for individualized study in 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. | Beginning Guitar Techniques II | 10-12 |
| *Beginning Guitar Techniques IV (.5/E) | Enhances level-three skills and provides further opportunities for individualized study in 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. | Beginning Guitar Techniques III | 10-12 |

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| *Intermediate Guitar Techniques I (.5/E) | Offers opportunities for intermediate-level performers to increase performance skills and knowledge in 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. | Beginning Guitar Techniques IV | 10-12 |
| *Intermediate Guitar Techniques II (.5/E) | Enhances level-one skills and provides intermediate-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Intermediate Guitar Techniques I | 10-12 |
| *Intermediate Guitar Techniques III (.5/E) | Enhances level-two skills and provides intermediate-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Intermediate Guitar Techniques II | 11-12 |
| *Intermediate Guitar Techniques IV (.5/E) | Enhances level-three skills and provides intermediate-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Intermediate Guitar Techniques III | 11-12 |
| *Advanced Guitar Techniques I (.5/E) | Offers opportunities for advanced-level performers to increase performance skills and knowledge in 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. | Intermediate Guitar Techniques IV | 11-12 |
| *Advanced Guitar Techniques II (.5/E) | Enhances level-one skills and provides advanced-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Advanced Guitar Techniques I | 11-12 |

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| *Advanced Guitar Techniques III (.5/E) | Enhances level-two skills and provides advanced-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Advanced Guitar Techniques II | 12 |
| *Advanced Guitar Techniques IV (.5/E) | Enhances level-three skills and provides advanced-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Advanced Guitar Techniques III | 12 |
| MUSIC, KEYBOARD STUDIES | | | |
| Beginning Keyboard Techniques I (.5/E) | 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. | NA | 9-12 |
| *Beginning Keyboard Techniques II (.5/E) | Enhances level-one skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Beginning Keyboard Techniques I (.5/E) | 9-12 |
| *Beginning Keyboard Techniques III (.5/E) | Enhances level-two skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Beginning Keyboard Techniques II (.5/E) | 10-12 |
| *Beginning Keyboard Techniques IV (.5/E) | Enhances level-three skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Beginning Keyboard Techniques III (.5/E) | 10-12 |
| *Intermediate Keyboard Techniques I (.5/E) | 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. Provides an individualized setting. | Beginning Keyboard Techniques IV | 10-12 |

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| *Intermediate Keyboard Techniques II (.5/E) | Enhances level-one skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Intermediate Keyboard Techniques I | 10-12 |
| *Intermediate Keyboard Techniques III (.5/E) | Enhances level-two skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Intermediate Keyboard Techniques II | 11-12 |
| *Intermediate Keyboard Techniques IV (.5/E) | Enhances level-three skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Intermediate Keyboard Techniques III | 11-12 |
| *Advanced Keyboard Techniques I (.5/E) | Offers opportunities for advanced-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. Provides an individualized setting. | Intermediate Keyboard Techniques IV | 11-12 |
| *Advanced Keyboard Techniques II (.5/E) | Enhances level-one skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Advanced Keyboard Techniques I | 11-12 |
| *Advanced Keyboard Techniques III (.5/E) | Enhances level-two skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | Advanced Keyboard Techniques II | 12 |
| *Advanced Keyboard Techniques IV (.5/E) | Enhances level-three skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. | Advanced Keyboard Techniques III | 12 |

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| | Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. | | |
| CHORUS | | | |
| Beginning Chorus I (.5/E) | 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. | NA | 9-12 |
| *Beginning Chorus II (.5/E) | Enhances level-one skills and provides further 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. Stresses self-paced progress and group experiences. | Beginning Chorus I | 9-12 |
| *Beginning Chorus III (.5/E) | Enhances level-two skills and provides further 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. Stresses self-paced progress and group experiences. | Beginning Chorus II | 10-12 |
| *Beginning Chorus IV (.5/E) | Enhances level-three skills and provides further 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. Stresses self-paced progress and group experiences. | Beginning Chorus III | 10-12 |
| *Intermediate Chorus I (.5/E) | Provides intermediate-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. | Beginning Chorus IV | 10-12 |

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| *Intermediate Chorus II (.5/E) | Enhances level-one skills and provides intermediate-level performers further 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. Stresses self-paced progress and group experiences. | Intermediate Chorus I | 10-12 |
| *Intermediate Chorus III (.5/E) | Enhances level-two skills and provides intermediate-level performers further 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. Stresses self-paced progress and group experiences. | Intermediate Chorus II | 11-12 |
| *Intermediate Chorus IV (.5/E) | Enhances level-three skills and provides intermediate-level performers further 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. Stresses self-paced progress and group experiences. | Intermediate Chorus III | 11-12 |
| *Advanced Chorus I (.5/E) | 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. | Intermediate Chorus IV | 11-12 |
| *Advanced Chorus II (.5/E) | Enhances level-one skills and provides advanced-level performers further 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. Stresses self-paced progress and group experiences. | Advanced Chorus I | 11-12 |

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| *Advanced Chorus III (.5/E) | Enhances level-two skills and provides advanced-level performers further 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. Stresses self-paced progress and group experiences. | Advanced Chorus II | 12 |
| *Advanced Chorus IV (.5/E) | Enhances level-three skills and provides advanced-level performers further 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. Stresses self-paced progress and group experiences. | Advanced Chorus III | 12 |
| Beginning Women's Chorus I (.5/E) | Provides opportunities for young women to develop performance skills and knowledge in all-female chorus singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | NA | 9-12 |
| *Beginning Women's Chorus II (.5/E) | Enhances level-one skills and provides further opportunities for young women to develop 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. Stresses self-paced progress and group experiences. | Beginning Women's Chorus I | 9-12 |
| *Beginning Women's Chorus III (.5/E) | Enhances level-two skills and provides further opportunities for young women to develop 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. Stresses self-paced progress and group experiences. | Beginning Women's Chorus II | 10-12 |

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| *Beginning Women's Chorus IV (Grades 9-12) (.5/E) | Enhances level-three skills and provides further opportunities for young women to develop 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. Stresses self-paced progress and group experiences. | Beginning Women's Chorus III (Grades 9-12) | 10-12 |
| *Intermediate Women's Chorus I (.5/E) | Provides opportunities for intermediate-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. | Beginning Women's Chorus IV | 10-12 |
| *Intermediate Women's Chorus II (.5/E) | Enhances level-one skills and provides further opportunities for intermediate-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. Stresses self-paced progress and group experiences. | Intermediate Women's Chorus I | 10-12 |
| *Intermediate Women's Chorus III (.5/E) | Enhances level-two skills and provides further opportunities for intermediate-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. Stresses self-paced progress and group experiences. | Intermediate Women's Chorus II | 11-12 |
| *Intermediate Women's Chorus IV (.5/E) | Enhances level-three skills and provides further opportunities for intermediate-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. Stresses self-paced progress and group experiences. | Intermediate Women's Chorus III | 11-12 |

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| *Advanced Women's Chorus I (.5/E) | 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. Stresses self-paced progress and group experiences. | Intermediate Women's Chorus IV | 11-12 |
| *Advanced Women's Chorus II (.5/E) | Enhances level-one skills and provides further 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. Stresses self-paced progress and group experiences. | Advanced Women's Chorus I | 11-12 |
| *Advanced Women's Chorus III (.5/E) | Enhances level-two skills and provides further 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. Stresses self-paced progress and group experiences. | Advanced Women's Chorus II | 12 |
| *Advanced Women's Chorus IV (.5/E) | Enhances level-three skills and provides further 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. Stresses self-paced progress and group experiences. | Advanced Women's Chorus III | 12 |
| Beginning Men's Chorus I (.5/E) | Provides opportunities for young men to develop performance skills and knowledge in all-male 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. | NA | 9-12 |

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| *Beginning Men's Chorus II (.5/E) | Enhances level-one skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Beginning Men's Chorus I | 9-12 |
| *Beginning Men's Chorus III (.5/E) | Enhances level-two skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Beginning Men's Chorus II | 10-12 |
| *Beginning Men's Chorus IV (.5/E) | Enhances level-three skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Beginning Men's Chorus III | 10-12 |
| *Intermediate Men's Chorus I (.5/E) | Provides opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male 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. | Beginning Men's Chorus IV | 10-12 |
| *Intermediate Men's Chorus II (.5/E) | Enhances level-one skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Intermediate Men's Chorus I | 10-12 |

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| *Intermediate Men's Chorus III (.5/E) | Enhances level-two skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Intermediate Men's Chorus II | 11-12 |
| *Intermediate Men's Chorus IV (.5/E) | Enhances level-three skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Intermediate Men's Chorus III | 11-12 |
| *Advanced Men's Chorus I (.5/E) | Provides opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Intermediate Men's Chorus IV | 11-12 |
| *Advanced Men's Chorus II (.5/E) | Enhances level-one skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Advanced Men's Chorus I | 11-12 |
| *Advanced Men's Chorus III (.5/E) | Enhances level-two skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Advanced Men's Chorus II | 12 |
| *Advanced Men's Chorus IV (.5/E) | Enhances level-three skills and provides further opportunities for advanced-level male performers to increase performance skills and | Advanced Men's Chorus III | 12 |

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| | knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation. Stresses self-paced progress and group experiences. | | |
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Gifted Education

Philosophy:

See pg. 16 for more information

| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
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| Directed Studies (0.5-E) | In addition to the applicable CCGPS and Gifted Performance Standards, individualized learning objectives of the directed study are developed jointly by the student, gifted program personnel, and department faculty at the high school. An individual student contract is reviewed and approved (if acceptable) by a district wide committee. The student contract must include specific learning goals and objectives, a plan for achieving the objectives, and the criteria by which the student's performance will be evaluated. A teacher with the gifted education endorsement supervises and facilitates the work of students participating in a Gifted Directed Studies course. | Eligibility criteria for gifted identification | 9-12 |
| Gifted Resource Seminar (0.5/E) | This course is designed to challenge students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. Students will be challenged to become aware of themselves as learners and thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world. | Eligibility criteria for gifted identification | 9-12 |
| Gifted Mentorship (0.5/E) | Learning objectives of the mentorship are developed the by the student, the mentor, gifted program personnel, department faculty at the high school, and central office curriculum staff. The mentorship student contract must include specific learning goals and objectives, a plan for achieving the objectives, a proposal for a final project or product, a plan for professional presentation of product, and the criteria by which the product will be evaluated. | Eligibility criteria for gifted identification | 11-12 |

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| Gifted Internship (0.5/E) | Students will serve as interns in a professional career site and determine the key components that are needed to be successful in that profession. Gifted internship culminates with a student produced capstone project. Participants must meet the required Gifted Standards through the use of various teaching strategies and models in order to partake in an internship. | Eligibility criteria for gifted identification and Gifted Mentorship | 11-12 |
| Note: In addition, to these course, students may elect to take AP and IB courses. Please refer to the core content subjects for specific AP and IB course offerings. | | | |

Health & Physical Education

Philosophy:

APS believes that a rigorous and relevant Health and Physical Education program will provide students with the knowledge and skills necessary to make responsible choices; promoting a lifetime of physical activity, health and well-being.

| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
|---|--|--------------|-------|
| Health & Physical Education (1.5-E) | <p>In Health and Physical Education the required courses for graduation:</p> <ul style="list-style-type: none"> Health: Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. (.5-E) Personal Fitness: Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness. (.5-E) Physical Education Elective: (see below for the elective courses that are offered to satisfy this requirement) (.5-E) | NA | 9-12 |
| General Physical Education I (.5-E) | Focuses on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education | NA | 9-12 |

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| | experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Provides basic methods to attain a healthy and active lifestyle. | | |
| Principals of Athletic Training/Sports Medicine (.5-E) | Introduces techniques to prevent, recognize, evaluate, manage, treat, and rehabilitate athletic injuries. | NA | 9-12 |
| Introduction to Team Sports (.5-E) | Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football. | NA | 9-12 |
| Introduction to Track and Field (.5-E) | Introduces the history, rules, and basic skills involved in the various track and field events: hurdles, shot-put, high jump, relays, javelin throw and long jump. | NA | 9-12 |
| Introduction to Recreational Games (.5-E) | Introduces recreational games suitable for lifetime leisure activities; may include table tennis, shuffleboard, frisbee, deck tennis, new games, horseshoes, darts and croquet. Emphasizes the rules of each game and the skills necessary to play. | NA | 9-12 |
| Introduction to Lifetime Sports (.5-E) | Introduces fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating, and skiing. | NA | 9-12 |
| Intermediate Team Sports (.5-E) | Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football. | Introduction to Team Sports | 9-12 |
| Intermediate Lifetime Sports (.5-E) | Enhances skills and strategies in lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating and skiing. | Introduction to Lifetime Sports | 9-12 |
| Intermediate Track and Field (.5-E) | Enhances skills in various track and field events: hurdles, shot-put, high jumping, relays, javelin throw and long jump. | Introduction to Track and Field | 9-12 |
| Intermediate Recreational Games (.5-E) | Enhances recreational games skills in table tennis, shuffleboard, frisbee, deck tennis, new games, horseshoes, darts and croquet. | Introduction to Recreational Games | 9-12 |
| Personal Fitness (.5 –Required) | Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness. | NA | 9-12 |
| Physical Conditioning (.5-E) | Provides opportunities to participate in a variety of activities to enhance flexibility, muscular | NA | 9-12 |

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| | strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits. | | |
| Weight Training (.5-E) | Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits. | NA | 9-12 |
| Exercise and Weight Control (.5-E) | Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition. Includes consumer information on products, programs and fitness concepts for developing healthy lifetime habits. | NA | 9-12 |
| Body Sculpting (.5-E) | Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. | NA | 9-12 |
| Advanced Personal Fitness (.5-E) | Enhances strength and muscular endurance, flexibility and cardiovascular endurance. Emphasizes self-management and adherence strategies. | Personal Fitness | 9-12 |
| Advanced Physical Conditioning (.5-E) | Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies. | Physical Conditioning | 9-12 |
| Advanced Weight Training (.5-E) | Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies. | Weight Training | 9-12 |
| Advanced Exercise and Weight Control (.5-E) | Provides self-management and adherence strategies to continue weight control through a safe and effective exercise program. | Exercise and Weight Control | 9-12 |
| Advanced Body Sculpting (.5-E) | Provides additional opportunities to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. Promotes healthy means to body sculpting goals. | Body Sculpting | 9-12 |

International Baccalaureate (IB)

Philosophy:

See pg. 21 for more information.

| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
|---|---|---|-------|
| Theory of Knowledge Years 1-2 (2-E) | This course is a requirement of the IB Diploma Program. The theory of knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their IB Diploma Programme course, and to make connections across them. TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. | Entrance into the IB Diploma Program | 11-12 |
| Personal and Professional Skills Years 1-2 (2-E) | This course is a requirement of the IB Career-related Program. Formerly known as Approaches to Learning, the Personal and Professional Skills course (PPS) is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. There are five central themes: Personal Development, Intercultural Understanding, Effective Communication, Thinking Processes, and Applied Ethics. | Entrance into the IB Career-related Program | 11-12 |

Note: In addition, to these course, to earn the IB Diploma, students must take IB courses that are included in the core content subjects. Students may elect to take AP courses as well. Please refer to core content subjects for the specific AP course offerings.

Career, Technical & Agricultural Education (CTAE)

CTAE

Philosophy:

CTAE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to ensure that students are college and career ready. CTAE programs prepare students for a wide range of careers requiring varying levels of education including high school, technical training, two and four year degrees, and post baccalaureate programs. CTAE courses support the academic program by providing students with opportunities to apply the academic theories and principles to real world learning experiences in a hands-on environment.

Business and industry leaders support CTAE by sharing their expertise and providing access to Work-Based learning opportunities for students such as internships, job shadowing, and field experiences. They also serve as advisory board members, who provide critical feedback on curriculum and support program activities.

CTAE provides a gateway to lifelong learning. Through CTAE programs, students can earn college credit and/or technical certifications while still in high school. These "Credit Now" programs are offered in partnership with local technical schools and colleges. Students successfully completing these programs receive weighted credit similar to Advanced Placement (AP) courses.

CTAE integrates core academic knowledge with technical and occupational skills to prepare students for post-secondary education and the workforce. The state of Georgia has identified 17 Career Clusters that are structured to prepare students for Georgia's workforce. Georgia's 17 Career Cluster Model represents multiple pathways, which guides students to success for college preparation and career development. The curriculum for each cluster is based on a set of common knowledge, skills and abilities which prepares students for various opportunities.

These opportunities include, but are not limited to, advanced curriculum, Move On When Ready, Work-Based Learning, career awareness, career development, and employability skills.

| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
|---|---|--------------|-------|
| Audio-Video Technology and Film Pathway | | | |
| Audio-Video Technology and Film I (1-E) | This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized | NA | 9-12 |

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| | in subsequent courses. The pre-requisite for this course is advisor approval. | | |
| Audio-Video Technology and Film II (1-E) | This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. | Audio-Video Technology and Film I | 9-12 |
| Audio-Video Technology and Film III (1-E) | This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. | Audio-Video Technology and Film I and II | 9-12 |
| Automobile Maintenance and Light Repair Pathway | | | |
| Basic Maintenance and Light Repair (1-E) | This course is designed as the foundational course for the Automobile Maintenance and Light Repair pathway. Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will be exposed to courses in automotive preventative maintenance and servicing and replacing brakes, and steering and suspension components. In addition, student will learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and determine necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The hours completed in this course are aligned with ASE/NATEF standards and are a base for the entry-level technician. The pre-requisite for this course is advisor approval. | NA | 9-12 |
| Basic Maintenance and Light Repair 2 (1-E) | This course is designed to introduce the basic skills needed to gain employment as a maintenance and light repair technician and will expose students to automotive preventative | Basic Maintenance and Light Repair | 9-12 |

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| | <p>maintenance and servicing, as well as replacing brakes, and steering and suspension components. Students will also learn general electrical system diagnosis, electrical theory, basic test requirements, and determining necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. Standards for this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The prerequisite for this course is Basic Maintenance and Light Repair.</p> | | |
| Basic Maintenance and Light Repair 3 (1-E) | <p>This course is designed to refine the basic skills needed to gain employment as a maintenance and light repair technician and will expose student to automotive preventative maintenance and servicing, replacing brakes, as well as steering and suspension components. Students will learn about general electrical system diagnosis, electrical theory, basic tests that are required, and determine the necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The standards in this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The prerequisite for this course is Maintenance and Light Repair 2.</p> | Basic Maintenance and Light Repair 2 | 9-12 |
| Construction Pathway – Carpentry | | | |
| Industry Fundamentals and Occupational Safety (1-E) | <p>This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core.</p> | NA | 9-12 |
| Introduction to Construction (1-E) | <p>This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft</p> | Industry Fundamentals and Occupational Safety | 9-12 |

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| | trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area. | | |
| Carpentry I (1-E) | This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsman. | Industry Fundamentals and Occupational Safety and Introduction to Construction | 9-12 |
| Graphic Communication Pathway | | | |
| Introduction to Graphics and Design (1-E) | This course is designed as the foundational course for both the Graphics Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. | NA | 9-12 |
| Graphic Design and Production (1-E) | As the second course in the Graphics Communication and Graphics Design Pathways, this course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications. | Introduction to Graphics and Design | 9-12 |
| Advanced Graphic Output Processes (1-E) | As the third course in the Graphics Communication Pathway, this course introduces more advanced levels of experience to complete the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students will continue to accumulate work samples that will constitute their personal | Introduction to Graphics and Design and Graphic Design and Production | 9-12 |

| | | | |
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| | portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary educational environment where self-motivation and a high level of skill are expected. This is the final course in the Graphic Communication Pathway. The prerequisite for this course is Graphic Design and Production. | | |
| Graphic Design Pathway | | | |
| Introduction to Graphics and Design (1-E) | This course is designed as the foundational course for both the Graphics Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. | None | 9-12 |
| Graphic Design and Production (1-E) | As the second course in the Graphics Communication and Graphics Design Pathways, this course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications. The prerequisite for this course is Introduction to Graphics and Design. | Introduction to Graphics and Design | 9-12 |
| Advanced Graphic Design (1-E) | This course is designed to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities. This is the final course in the Graphic Design pathway. | Graphic Design and Production | 9-12 |
| Financial Services Pathway | | | |
| Introduction to Business and Technology (1-E) | Introduction to Business & Technology is the foundational course for Advanced Accounting, Business Accounting, and Financial Services pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, | NA | 9-12 |

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| | <p>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 all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.</p> | | |
| Financial Literacy (1-E) | <p>This course is specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and</p> | Introduction to Business and Technology | 9-12 |

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| | <p>tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data. Various forms of technologies and internet research will be highlighted to expose students to the resources available when managing personal financial goals. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.</p> | | |
| Banking, Investing and Insurance (1-E) | <p>This course explores the financial world as students dive into the main areas of financial services, including banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, students will develop strategies to produce financial growth strategies for a business. Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management techniques to mitigate those risks. Investigating both personal and business insurance products and deciding which products are suitable for a specific customer profile will be covered. Ethical issues and case studies involved in the financial services industry will be used to determine how industry regulations are developed. An investigation of careers in the financial services industry will be explored throughout this course. Concepts of this course will be enhanced by business partnerships with community financial institutions, investment firms, insurance companies, stock market simulations, guest speakers, virtual experiences, technology and field trips. Various forms of technologies and internet research will be</p> | Financial Literacy | 9-12 |

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| | highlighted to expose students to the resources in the financial industry. | | |
| Business Accounting Pathway | | | |
| Introduction to Business and Technology (1-E) | <p>Introduction to Business & Technology is the foundational course for Advanced Accounting, Business Accounting, and Financial Services pathways. The course is designed for high school students as a gateway to the career pathways above, and 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 all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.</p> | None | 9-12 |
| Financial Literacy (1-E) | This course is specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught | Introduction to Business and Technology | 9-12 |

| | | | |
|--|--|--------------------|------|
| | <p>through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data. Various forms of technologies and internet research will be highlighted to expose students to the resources available when managing personal financial goals. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.</p> | | |
| Principles of Accounting I (1-E) | <p>Principles of Accounting I is a skill-level course that is of value to all students pursuing a strong background in business, marketing, and management. Using financial information, students will learn how to make decisions about planning, organizing, and allocating resources using accounting procedures. Performing accounting activities for sole proprietorships and corporations following Generally-Accepted Accounting Procedures are included in the course. Students analyze business transactions and financial statements, perform payroll, and evaluate the effects of transactions on the economic health of a business.</p> | Financial Literacy | 9-12 |
| Web and Digital Design Pathway | | | |
| Introduction to Digital Technology (1-E) | <p>Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the</p> | NA | 9-12 |

| | | | |
|----------------------|--|------------------------------------|------|
| | <p>business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.</p> | | |
| Digital Design (1-E) | <p>Using web design as the platform for product design and presentation, this course is designed to create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site. Various forms of technologies will be used to expose students to resources, software, and applications of media. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills</p> | Introduction to Digital Technology | 9-12 |

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| | required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. | | |
| Web Design (1-E) | This course equips students with the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site. | Introduction to Digital Technology and Digital Design | 9-12 |
| Entrepreneurship Pathway | | | |
| Introduction to Business and Technology (1-E) | The course is designed for high school students as a gateway to the career pathways above, and 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 all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. | NA | 9-12 |

| | | | |
|--|--|---|------|
| | After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification. | | |
| Legal Environment of Business (1-E) | Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices. | Introduction to Business and Technology | 9-12 |
| Entrepreneurship (1-E) | Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course. | Legal Environment of Business | 9-12 |
| Programming Pathway | | | |
| Introduction to Digital Technology (1-E) | Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all | NA | 9-12 |

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|--|--|------------------------------------|------|
| | taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. | | |
| Computer Science Principles (1-E) | Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. | Introduction to Digital Technology | 9-12 |
| Programming, Games, Apps and Society (1-E) | This course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life-cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry. | Computer Science Principles | 9-12 |
| Culinary Arts Program | | | |
| Introduction to Culinary Arts (1-E) | Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary | NA | 9-12 |

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| | industry and career opportunities leading into a career pathway to Culinary Arts. | | |
| Culinary Arts I (1-E) | Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post-secondary education or a foodservice career. Building from techniques and skills learned in Foundation of Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands on skill mastery of Culinary Arts. | Introduction to Culinary Arts | 9-12 |
| Culinary Arts II (1-E) | Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post-secondary level or enter the foodservice industry as a proficient and well-rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen. | Culinary Arts I | 9-12 |
| Teaching As A Profession | | | |
| Examining the Teaching Profession (1-E) | The Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Teaching as a Profession students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation 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. | NA | 9-12 |
| Contemporary Issues in Education (1-E) | This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. (Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) will provide students with a competitive edge for either entry into the education global marketplace and/or the | Examining the Teaching Profession | 9-12 |

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| | post-secondary institution of their choice to continue their education and training). | | |
| Teaching as a Profession Internship (1-E) | <p>The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.</p> <p>Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) or Family, Career & Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.</p> | Contemporary Issues in Education | 9-12 |
| Energy Systems Pathways | | | |
| Foundations of Energy and Technology (1-E) | Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation. | NA | 9-12 |
| Energy and Power Technology (1-E/C) | This course is the second course in the Energy Systems Pathway. It is an introductory course that explores the relationship between force, work, energy, and power. Students study the characteristics, availability, conversion, control, transmission, and storage of energy and power. Students will explore and apply the principles of electrical, fluid, and mechanical power. Students will research renewable, non-renewable, and inexhaustible resources and conservation efforts. Students will develop an awareness of the many careers that exist in energy and related technologies. | Foundations of Energy and Technology | 9-12 |
| Appropriate and Alternative Energy Technologies (1-E) | This is the third course in the Energy Systems Pathway. It will help students develop an understanding of the differences between nonrenewable, renewable, and inexhaustible energy sources and how these energy sources | Energy and Power Technology | 9-12 |

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| | affect their world. Alternative energy sources will be researched to include the regional implications and economic, environmental, and sustainability issues. Students will evaluate the positive and negative impacts of nuclear power and its relevancy to various situations in today's society. Students will explore future trends of energy, power, and transportation. Students will develop, through research, an alternative energy system that will demonstrate their understanding of a unique, as well as appropriate, approach to energy generation. | | |
| Engineering and Technology Pathway | | | |
| Foundations of Engineering and Technology (1-E) | Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation. | NA | 9-12 |
| Engineering Concepts (1-E) | Engineering Concepts is second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities. | Engineering Concepts | 9-12 |
| Engineering Applications (1-E) | Engineering Applications is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawings and prototypes. | Engineering Applications | 9-12 |
| Engineering Internship (1-E) | This course is designed to allow students to experience the workplace through an internship opportunity. Throughout the internship, the student will gain interpersonal skills, demonstrate work ethics, and work with various industrial processes including design and fabrication related to the field of engineering. | Foundations of Engineering and Technology, Engineering Concepts, and Engineering Applications | 9-12 |
| Law & Justice Pathway | | | |
| Introduction to Law, Public Safety, Corrections and Security (1-E) | This course is designed for students seeking careers in Law and Justice, and examines the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe | None | 9-12 |

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| | <p>society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employability skills will be emphasized.</p> | | |
| Criminal Justice Essentials (1-E) | <p>This course 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. The course will explore the rights of citizens guaranteed by the United States and Georgia constitutions. Students will also evaluate the powers granted to the police and the restrictions placed upon them by the respective constitutions and their amendments. Specific topics of discussion will include search and seizure, arrests, interviews, interrogations, and confessions in the context of criminal prosecution. Major emphasis will be placed on the role and decisions of the United States Supreme Court. Students will utilize reading, writing, and critical thinking in the analysis of cases in a mock trial. In addition to legal issues, students will be exposed to advanced law and justice skills. Activities include tactics, methods, and skills utilized in the law enforcement field. Students will attain skills for dealing with disasters and emergency situations. The course culminates with students demonstrating their skills through participation in a simulated disaster scenario. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as Federal Emergency Management Agency (FEMA) and Georgia Emergency Management Agency (GEMA). Upon completion of the course requirements and the final disaster simulation, students may be eligible to obtain certifications in Community Emergency Response Team (CERT), American Heart Association (AHA) Basic Life Support,</p> | Introduction to Law, Public Safety, Corrections and Security | 9-12 |

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| | and/or American Red Cross (ARC) First Aid and CPR. | | |
| Criminal Investigation (1-E) | <p>This course will 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, and processing of evidence and of its contribution to the criminal investigation. Students will learn of the legal responsibilities and challenges which the forensic investigator may encounter.</p> <p>Students will also learn of the role of the criminal investigator. Included in this course will be the importance of preserving and documenting the crime scene and enabling the investigator to analyze evidence and its relationship to the crime. The student will also study interviews and interrogations and how those statements are used as evidence in court. Students will express understanding of their knowledge by composing clear, concise, and thorough investigative reports, indicating a successful conclusion to an investigation.</p> | Criminal Justice Essentials | 9-12 |
| JROTC--Army Pathway | | | |
| JROTC Army Leadership Education I (1-E) | <p>Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High schools students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence and study skills. These self- assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McREL academic standards.</p> | NA | 9-12 |

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| JROTC Army Leadership Education II (1-E) | <p>This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes.</p> <p>The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McREL academic standards.</p> | JROTC Army Leadership Education I | 9-12 |
| JROTC Army Leadership Education III (1-E) | <p>This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2 Basic commands and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McREL academic standards.</p> | JROTC Army Leadership Education II | 9-12 |
| Biotechnology Research & Development Pathway | | | |
| Introduction to Healthcare Science (1-E) | <p>Introduction to Healthcare Science is a foundations course for the Healthcare Science Career Pathways. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical</p> | NA | 9-12 |

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| | <p>student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.</p> | | |
| Introduction to Biotechnology (1-E) | <p>This course is the second course in the career pathway that introduces students to the fundamentals of biotechnology. Included in this course is a basic overview of current trends and careers in biotechnology. Additionally, emphasis on basic laboratory skills along with the business, regulatory, and ethical aspects of biotechnology is included. The knowledge and skills gained in this course will provide students with a broad understanding of biotechnology and its impact on society and with a set of foundation skills for entry into the career pathway.</p> | NA | 9-12 |
| Applications of Biotechnology (1-E) | <p>This course further introduces students to the fundamentals of biotechnology. Included in this course are additional techniques in biotechnology. Additionally, a deeper level of laboratory safety and applications in biotechnology is emphasized. The knowledge and skills gained in this course will provide students with a greater understanding of biotechnology and prepare students for skill application in a workplace setting.</p> | Introduction to Biotechnology | 9-12 |
| Biotechnology Internship or Independent Research (1-E) | <p>This course is an advanced course primarily designed for seniors which places students in a workplace setting or offers the opportunity for students to complete an independent research project that applies biotechnology. The knowledge and skills gained in this course will enhance students' preparation for continuing a career pathway to post-secondary programs in biotechnology. Recommended course length is a minimum of 135 hours with content focus as delineated in the biotechnology curriculum and performance standards of the Georgia Career Related Education (CRE) Manual. A minimum of 90 internship/independent research project hours is required. The additional 45 hours may be utilized in the class or laboratory based on the guidelines set forth by the instructor and as required by affiliating agencies. This course requires strong commitment from students, parents/guardians, instructors, and affiliating agencies. Students who are participating in the internship must adhere to the Georgia Work</p> | Applications of Biotechnology | 9-12 |

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| | Based Learning Standards and Guidelines. Students will be required to make a written and oral presentation at the end of the course summarizing their research project/internship experiences and submit an updated career portfolio. | | |
| Therapeutic Services-Sports Medicine Pathway | | | |
| Introduction to Healthcare Science (1-E) | Introduction to Healthcare Science is a foundations course for the Healthcare Science Career Pathways. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses. | NA | 9-12 |
| Essentials of Healthcare (1-E/C) | Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The | Introduction to Healthcare Science | 9-12 |

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| | pre-requisite for this course is Introduction to Healthcare. | | |
| Sports Medicine (1-E) | Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare. Mastery of these standards through project-based learning, technical-skills practice, and leadership-development activities of the career and technical student organization, HOSA (Health Occupations Students of America), will provide students with a competitive edge for entry into either the healthcare global marketplace or a post-secondary institution to pursue further education and training. | Essentials of Healthcare | 9-12 |
| Therapeutic Services—Emergency Medical Responders Pathway | | | |
| Introduction to Healthcare Science (1-E) | Introduction to Healthcare Science is a foundations course for the Healthcare Science Career Pathways. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations | NA | 9-12 |

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| | Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses. | | |
| Emergency and Disaster Preparedness (1-E) | Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The pre-requisite for this course is Introduction to Healthcare. | Introduction to Healthcare Science | 9-12 |
| Concepts of Emergency Medicine (1-E) | The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing. The course will include Healthcare Provider CPR/AED Certification from a Nationally Recognized Body (American Heart Association or Red Cross, etc.). If this course is also approved by the Georgia State Office of Emergency Medical Services and Trauma (SOEMST), successful completion will allow the student to be eligible to take the National Registry of Emergency Medical Technicians (NREMT) Emergency Medical Responder (EMR) certification. Topics include: Preparatory; Anatomy and Physiology; Medical | Emergency and Disaster Preparedness | 9-12 |

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| | Terminology; Pathophysiology; Life Span Development; Public Health; Pharmacology; Airway; Management; Respiration and Artificial Ventilation; Assessment; Medicine; Shock and Resuscitation; Trauma; Special Patient Populations; EMS Operations; and Integration of Patient Assessment and Management. | | |
| Emergency Medicine Internship (1-E) | This internship focuses on the development of emergency medicine skills. The recommended course length is 150 contact hours with content focus areas indicated in the internship performance standards. Competencies for the student organization Health Occupations Students of America (HOSA) are integral components of both the core employability skills standards and the technical skills standards. | Introduction to Healthcare Science, Emergency and Disaster Preparedness and Concepts of Emergency Medicine | 9-12 |
| Therapeutic Services – Nursing Pathway | | | |
| Introduction to Healthcare Science (1-E) | Introduction to Healthcare Science is a foundations course for the Healthcare Science Career Pathways. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses. | NA | 9-12 |
| Applications of Therapeutic Services (1-E) | Applications of Therapeutic Services is an intermediate course for the Therapeutic Services Career Pathway and is designed to provide an overall framework of basic skills utilized in the provision of direct client care. Monitoring and | Introduction to Healthcare Science | 9-12 |

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| | <p>evaluating client status includes assessment techniques such as vital signs, as well as, the application of mathematical concepts appropriate to clinical expectations and/or work-based learning. The function and fundamental pathophysiology of each body system is evaluated prior to community first aid and basic life support techniques which are expanded to include rescue skills for infants and children. Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work based learning and may receive recognition for their accomplishments through a variety of venues locally, regionally, and nationally such as the American Red Cross, American Heart Association, Health Occupations Students of America (HOSA), and the National Consortium on Health Science and Technology Education (NCHSTE). Upon completion of this course and pre-requisites students who successfully master these standards will be eligible to sit for a National Certificate of Proficiency or Mastery, issued in partnership between NCHSTE and National Occupational Competency Testing Institute (NOCTI).</p> | | |
| Nursing Essentials (1-E) | <p>This course is designed to provide students interested in the Therapeutic Services Pathway's Career Specialty Nursing with entry level skills most commonly associated with the entry level career title Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), the department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act 1987 (OBRA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This course with prerequisites meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirement may elect to sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nursing Assistant.</p> | Applications of Therapeutic Services | 9-12 |

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| Therapeutic Services Nursing Internship (1-E) | This internship focuses on the applications of Nursing Essentials skills and technology. Recommended course length is 150 hours with content focus as delineated in the internship performance standards. A minimum of 90 clinical application hours is required. The additional 60 internship hours may be utilized in the class, lab, or clinic settings. | Introduction to Healthcare Science and Applications of Therapeutic Services | 9-12 |
| Fashion Marketing Pathway | | | |
| Marketing Principles (1-E) | Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is highly advantageous for students to participate in a school-based enterprise where available. | NA | 9-12 |
| Fashion, Merchandising and Retailing Essentials (1-E) | Fashion, Merchandising and Retailing Essentials is the second course in the Fashion, Merchandising and Retail Management Pathway. This course introduces students to the retail industry including the fundamentals of fashion marketing, key marketing concepts essential to every business, types of businesses involved in the industry, and an array of career opportunities. Students will develop skills in such areas as fashion economics, marketing segmentation and target marketing, product selection and buying, and inventory systems. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and possibly in a formal WBL Program; (2) DECA Career and Technical Student Organization competitive events that are directly aligned with course standards and (3) a School-Based Enterprise. | Marketing Principles | 9-12 |

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| Advanced Fashion Marketing (1-E) | <p>Advanced Fashion, Merchandising and Retailing is the third course in the Fashion, Merchandising and Retail Management Career Pathway and focuses on the application of knowledge and the performance of key skills required in a retail environment. Students will develop skills necessary for managing the following elements: pricing, visual merchandising, advertising, special promotions, professional sales, and customer service.</p> <p>In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and perhaps in a formal WBL Program; (2) DECA Career and Technical Student Organization competitive events that are directly aligned with course standards and (3) a School-Based Enterprise. The prerequisite for this course is Fashion, Merchandising and Retailing Essentials.</p> | Fashion, Merchandising and Retailing Essentials | 9-12 |
| Marketing and Management Pathway | | | |
| Marketing Principles (1-E) | <p>Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling.</p> <p>In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is highly advantageous for students to participate in a school-based enterprise where available.</p> | NA | 9-12 |
| Entrepreneurship: Building a Business (1-E) | <p>Entrepreneurship: Building a Business, an imperative component of a strong economy, is based on individuals who are creative thinkers and risk takers. Therefore, students in this entrepreneurship course focus on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. This course begins by moving students from the typical "what is"</p> | Marketing Principles | 9-12 |

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| | <p>educational focus to the “what can be” focus. Preparation of a business plan allows students to apply the functional areas of accounting, finance, marketing, and management to the planned business, as well as to the legal and economic environments in which a new venture operates. This course may be taken as a part of a student’s Marketing Pathway or may serve as a stand-alone course for students in other disciplines wishing to explore business ownership. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is highly advantageous for students to participate in a school– based enterprise where available.</p> | | |
| Advanced Marketing (1-E) | <p>Advanced Marketing builds on the principles and concepts taught in Marketing Principles. Students assume a managerial perspective in applying economic principles in marketing, analyzing operation needs, examining distribution and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also deals with global marketing in that students analyze marketing strategies employed in the U.S. versus those employed in other countries. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is highly advantageous for students to participate in a school–based enterprise where available.</p> | Entrepreneurship: Building a Business | 9-12 |
| Sports & Entertainment Marketing Pathway | | | |
| Marketing Principles (1-E) | <p>Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning,</p> | NA | 9-12 |

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| | <p>pricing mixes, promotional strategies, and personal selling.</p> <p>In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is highly advantageous for students to participate in a school-based enterprise where available.</p> | | |
| Introduction to Sports & Entertainment Marketing (1-E) | <p>This course introduces the student to the major segments of the Sports and Entertainment Industry and the social and economic impact it has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. Units include: Business Fundamentals, Product Mix, Product Knowledge, Product/Service Management, Business Regulations, Interpersonal Skills, Selling, Marketing-Information Management, Economics, Distribution, Pricing, Advertising, Publicity/Public Relations, Sales Promotion, Business Risks, and Organization. To increase the number of application experiences, students should participate in work-based learning activities and the student organization, (DECA, An Association of Marketing Students). It is highly advantageous for students to participate in a school-based enterprise where available.</p> | Marketing Principles | 9-12 |
| Advanced Sports & Entertainment Marketing (1-E) | <p>This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports/entertainment marketing. Topical units include: Marketing-Information Management, Selling, Publicity/Public Relations, Sales Promotion, Management of Promotion, Product Mix, Pricing, Positioning, and Marketing Planning. Project-based instruction, together with a variety of work-based learning activities, should be incorporated in this course to provide real-world application.</p> <p>Competitive event standards for the co-curricular student organization (DECA, An Association of Marketing Education Students) are integral components of the curriculum's core employability and technical skills' standards. Therefore, DECA competitive events should be incorporated with other instructional strategies developed for the course.</p> | Introduction to Sports & Entertainment Marketing | 9-12 |

Travel Marketing and Lodging Management Pathway

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| Marketing Principles (1-E) | <p>Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is highly advantageous for students to participate in a school-based enterprise where available.</p> | NA | 9-12 |
| Discovering Hospitality and Tourism Marketing (1-E) | <p>This course introduces the student to the major segments of the travel industry. The course will investigate the economic impact the three components have on the local, state, national, and global economies. The products, services, and packages offered to business and leisure travelers by different types of businesses within the industry are examined. Utilizing current technology, the Internet, and software packages, the student will develop a tour package and marketing plan for a selected niche market that incorporates appropriate promotional and pricing strategies, thus ensuring business profitability. Competencies for the competitive events offered by the international, co-curriculum student organization, DECA, an Association of Marketing Education Students, are directly aligned to the national and state standards for Marketing Education. Therefore, DECA competitive events provide an excellent avenue for students to apply the technical and core employability skills learned in the classroom. Work-based learning activities, inside and/or outside the classroom, should also be incorporated in this pathway in order to provide another avenue for students to apply the knowledge and skills attained through curriculum and instruction.</p> | Marketing Principles | 9-12 |

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| Hospitality and Tourism Management (1-E) | This course will focus on the leadership and supervision of employees in the travel, tourism, and hospitality industries as well as the management of operations in this industry. The course emphasizes the application of management level decision-making skills in hotel/lodging, human resources, food and beverage, and travel/tourism operations. The course will allow students to investigate trends, technology, and customs in the hospitality industry while focusing on the development of customer service skills. This course is intended to be a second-level course in the Travel Marketing & Lodging Management Pathway. Competencies for the co-curricular student organization "DECA, An Association of Marketing Students" are integral components of both core employability skill standards and the technical skills standards, and DECA activities should be incorporated throughout the instructional strategies developed for the course. | Discovering Hospitality and Tourism Marketing | 9-12 |
| AP Computer Science | | | |
| *AP Computer Science (1-E/C) This course satisfies the fourth science requirement | AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. | NA | 9-12 |



Junior Reserve Officer Training Corps (JROTC)

JROTC

Philosophy:

The mission of Atlanta Public Schools Army JROTC Program is to “Motivate Young People To Be Better Citizens” by preparing high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. It is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities which will benefit the student, community, and nation.

| Course (# of Credits – C: Core/E: Elective) | Description | Prerequisite | Grade |
|---|--|--------------|-------|
| JROTC Army 1 (1-E) | Leadership Education Training (LET) level 1. Individual leadership skills, citizenship, health & wellness. | None | 9-12 |
| JROTC Army 2 (1-E) | Leadership Education Training (LET) level 2. Individual and small group leadership and communication skills, citizenship, health & wellness. | JROTC Army 1 | 10-12 |
| JROTC Army 3 (1-E) | Leadership Education Training (LET) level 3. Small group leadership, development, teamwork, and planning skills, citizenship, health & wellness | JROTC Army 2 | 11-12 |
| JROTC Army 4 (1-E) | Leadership Education Training (LET) level 4. Small to large group leadership, development, teamwork, and planning skills, citizenship, health & wellness. | JROTC Army 3 | 12 |
| JROTC Army 5 (1-E) | 4x4 traditional block schedule Leadership Education Training continuation to level 5. Large group leadership, development, teamwork, and planning skills, citizenship, health & wellness. | JROTC Army 4 | 11-12 |
| JROTC Army 6 (1-E) | 4x4 traditional block schedule Leadership Education Training continuation to level 6. Large group leadership, development, teamwork, and planning skills, citizenship, health & wellness. | JROTC Army 5 | 11-12 |
| JROTC Army 7 (1-E) | 4x4 traditional block schedule Leadership Education Training continuation to level 7. Large group leadership, development, teamwork, and planning skills, citizenship, health & wellness. | JROTC Army 6 | 12 |
| JROTC Army 8 (1-E) | 4x4 traditional block schedule Leadership Education Training continuation to level 8. Large group leadership, development, teamwork, and planning skills, citizenship, health & wellness. | JROTC Army 7 | 12 |

IX. Appendices

Acronyms

Acronyms to Know in APS

| Acronym | Meaning |
|---------|---|
| ABE | Atlanta Board of Education |
| ADA | Americans with Disabilities Act |
| APS | Atlanta Public Schools |
| BOE | Board of Education |
| CCRPI | College and Career Readiness Performance Index |
| CIS | Communities in Schools |
| CLL | Center for Learning and Leadership |
| CRCT | Criterion-Referenced Competency Tests |
| CSIP | Comprehensive School Improvement Plan |
| DJJ | Department of Juvenile Justice |
| DOE | Department of Education |
| EIP | Early Intervention Program |
| EOCT | End of Course Test |
| ESOL | English to Speakers of Other Languages |
| ESSA | Every Student Succeeds Act |
| GAE | Georgia Association of Educators |
| GAEL | Georgia Association of Educational Leaders |
| GAPSC | Georgia Professional Standards Commission |
| GHSA | Georgia High School Association |
| GHS GT | Georgia High School Graduation Test |
| GLA | Georgia Library Association |
| GMEA | Georgia Music Education Association |
| GNETS | Georgia Network for Educational and Therapeutic Support |
| GPB | Georgia Public Broadcast |
| GPEE | Georgia Partnership for Excellence |
| CCGPS | Common Core Georgia Performance Standards |
| GSBA | Georgia School Boards Association |
| HR | Human Resources |
| I&O | Instruction and Operations |
| IB | International Baccalaureate |
| IEP | Individual Education Plan |
| IC | Infinite Campus (Student Information System) |
| JROTC | Junior Reserve Officer's Training Corps |
| MEA | Migrant Education Agencies |
| NSBA | National School Boards Association |
| RESAs | Regional Educational Service Agencies |
| RTI | Response to Intervention |
| SACS | Southern Association of Colleges and Schools |
| SPLOST | Special Purpose Local Option Sales Tax |
| SREB | Southern Regional Education Board |
| SST | Student Support Team |

Georgia High School Athletic Association Rules (GHSA)

Requirements for Athletic Participation

1.10 – Certification of Eligibility

1.11 **Students gain eligibility** to practice or compete for the school in which they are enrolled after they have been certified by the principal of that school, after the eligibility forms have been processed by the GHSA office, and after the students have met the standards of:

- academic requirements
- age
- semesters in high school
- residence in the school's service area
- transfer rules

Note: Students establishing eligibility as entering 9th graders are automatically eligible for the first semester.

1.20 – Enrollment and Team Membership

1.21 **To be eligible to participate and/or try-out** for a sport or activity, a student must be enrolled fulltime in grades 9-12 inclusive at the school seeking eligibility for that student.

1. Enrollment is defined as follows:
 - a. Fall Semester: when the student participates in a practice or contest before classes begin, or the student attends classes.
 - b. Spring Semester: when the student attends classes.
 - c. A student may be enrolled in only one (1) high school at a time.
2. The student must be in regular attendance.
3. The student must be taking courses that total at least 2.5 Carnegie Units that count toward graduation.

NOTE: If an eligible student transfers from a school that uses a block-schedule format to a school using a traditional format (or vice versa) and that student cannot get a full schedule of classes with equivalent credit, the school may petition the Associate Superintendent of High Schools for a waiver of this rule for the semester the transfer occurs.

4. All or part of the course load of a student may be taken online through a virtual school as long as the student's grades are being kept at the school in which the student is enrolled. Grades from virtual school courses must be on file at the school by the first day of the new semester in order for the student to be eligible.

1.22 Students enrolled in **grade 9 in middle or junior high school**, which is a feeder school to the high school, may participate in interscholastic activities for the parent school.

1.50 – Scholastic Standing/ Scholarship

1.51 To be eligible to participate, practice, and/or try out in interscholastic activities, a student must be academically eligible. A student is required to pass classes that carry at least 2.5 Carnegie Units counting toward graduation the semester immediately preceding participation.

Exception 1: First semester ninth grade students.

Exception 2: A cheerleader who is academically ineligible for the spring semester may try out if she is passing ALL classes at the time of the tryout. The window of opportunity to try out under these conditions is available only during the ten (10) days set aside for tryouts that the school chooses.

- Passing in all GHSA member schools is a grade of seventy (70).
- Students participating in junior varsity or "B" team competition must meet all scholastic requirements.
- If an eligible student transfers from a school that uses a block-schedule format to a school using a traditional format (or vice versa) and that student cannot get a full schedule of classes with equivalent credit in the semester of the transfer, the school may petition the Executive Director for a waiver of this rule for the first semester after the transfer occurs.
- For schools offering courses with yearlong grading, eligibility must be computed for each semester.
- At the end of the first semester, the school must determine that the student has a grade of 70% or higher in classes carrying at least 2.5 Carnegie Units.
- The second semester grade will be the grade given for the entire course and shall include the end- of-course test grade.
- Remediation programs designed to bring the student's first semester grade up to 70% or higher may be used (in accordance with GHSA guidelines) if the school allows such programs for all students.

1.52 Students gain or lose eligibility on the first day of the subsequent semester. The first day of the Fall semester shall be interpreted as the first date of practice for the first sport.

1. Exception: Students who successfully complete summer school to maintain eligibility become eligible the last day of summer school.
 - Summer school is an extension of the previous semester and courses may be: a. remedial in nature where a previously-taken course is repeated in its entirety with a new grade given; b. enrichment in nature where a new course is taken that results in new credit being earned.
 - A maximum of two (2) Carnegie unit credits earned in summer school may be counted for eligibility purposes. NOTE: Additional credits may be earned in credit recovery programs or make-up programs.
 - Summer school credits earned in non-accredited home study programs or non-accredited private schools may not be used to gain eligibility. Accreditation recognized under the rule shall be from the Georgia Accrediting Commission (GAC) or a regional accreditation agency (such as SACS) or the Georgia Private School Accreditation Council (GAPSAC).
 - An independent study course taken in summer school must be regionally accredited and accepted by the school system for graduation credit.
 - Courses completed after the beginning of a new semester may not be used to gain eligibility for that semester. Example: night school classes, correspondence courses, etc.
 - Independent study courses taken during the school year must meet the criteria of 1.52 (a)

1.53 Students must **accumulate Carnegie units towards** graduation according to the following criteria:

1. **First-year students** (entering 9th grade) are eligible academically. Second semester **first-year students** must have **passed courses carrying at least 2.5 Carnegie units** the previous semester in order to participate.
2. **Second-year students** must have **accumulated five (5) total Carnegie units** in the first year **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.
3. **Third-year students** must have **accumulated eleven (11) Carnegie units** in the first and second years **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.

4. **Fourth-year students** must have **accumulated seventeen (17) Carnegie units** in the first three years **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.
5. Students may accumulate the required Carnegie units for participation during the school year and eligibility will be reinstated at the beginning of the next semester.

Advisory Notice: Curricular Innovations

Requirements for participation based on scheduling configurations and alternative settings

A. BLOCK FOUR PROGRAMS:

1. The student takes four courses that are worth one (1) Carnegie unit each and the classes meet twice the number of hours per week as in the standard curricular programs.
2. To be eligible, a student must earn at least 2.5 Carnegie units.
3. Carnegie unit requirements are the same in all curricular programs.

B. BLOCK EIGHT PROGRAMS:

1. The student takes eight courses at some time during the term, and each course is worth one-half Carnegie unit.
2. To be eligible, a student must earn at least 2.5 Carnegie units during the term.
3. Carnegie unit requirements are the same in all curricular programs.

C. HYBRID SCHEDULING:

1. Definition: A student takes a combination of courses scheduled as block courses, yearlong courses and/or traditional courses.
2. To be eligible, a student must be enrolled in a combination of courses that carry at least 2.5 Carnegie units.
3. To be eligible, a student must have passed a combination of courses the previous semester that carries at least 2.5 Carnegie units.

DUAL ENROLLMENT definitions for GHSA

1.54 A Dual Enrollment program is defined as a program in which a fulltime student at a GHSA member high school takes one or more courses from a state public or private postsecondary institution and receives credit at the high school (toward graduation) and at the postsecondary institution.

1. Dual enrolled students shall take courses that are approved by the Georgia Department of Education.
2. Courses may be taken in a variety of formats (including distance learning and virtual courses) as long as the courses are approved.
3. Postsecondary semester hour credit shall be converted to high school unit credit as follows:
 1. 1-2 semester hours equates to .5 unit
 2. 3-5 semester hours equates to 1 unit
4. Postsecondary quarter hour credit shall be converted to high school unit credit as follows:
 1. 1-3 quarter hours equates to .5 unit
 2. 4-8 quarter hours equates to 1 unit

1.55 Students involved in approved Dual Enrollment programs shall be eligible to participate in GHSA activities provided that academic eligibility is maintained.

1. Courses taken each semester at the high school and/or postsecondary institution must total at least 2.5 units.
2. Courses passed the previous semester at the high school and/or postsecondary institution must total at least 2.5 units.
3. Students will gain or lose eligibility on the first day of each semester at the high school and a college calendar that differs from the high school calendar may cause problems.

4. Students who withdraw or are dropped from a Dual Enrollment program and are returned to the high school only may encounter eligibility problems.
5. Students involved in Joint Enrollment programs, Early College programs, or Gateway to College programs may not be eligible at their respective high schools.
6. A student who participates on an intercollegiate athletic team may not participate in any GHSA activity.

1.56 Loss of Eligibility: Students assigned to an **alternative school** or on **out-of-school suspension for disciplinary reasons, or adjudicated to YDC**, lose their eligibility. Suspension is considered to have ended when the student is physically readmitted to the classroom.

1.57 Failure to Meet Academic Standards: When a school administrator believes that the student has failed to meet the academic eligibility requirements due to conditions that were beyond the control of the school, the student, and/or his parents, and such that none of them could have been expected reasonably to comply with the rule, he may request that the student's case be put on the agenda of the **Hardship Committee**.

1. Ignorance of the rule(s) on the part of any individual is not sufficient cause to set aside the rule(s).
2. Schools must supply all the materials requested on the Hardship Application Form on the GHSA web site.

1.58 Credit Recovery/Make-up Work: Students who have academic deficiencies at the end of a semester may make up those deficiencies in programs that are available to any student in the school.

1. Credit recovery programs are short-term programs that involve a course that has been completed and a grade given. The student is given the opportunity to work on areas of deficiency.
2. Make-up programs occur when a course has not been completed and an "Incomplete" grade has been given. The student is given the opportunity to work on areas of deficiency.
3. Credit recovery and make-up work must be completed within fourteen (14) school days after the start of the next semester. The student is ineligible until such time as the work is completed and the required passing grade has been recorded. Exception: If the End of Course Test is not offered within 14 days of the beginning of the next semester, the student may be granted a reasonable extension by the GHSA.
4. The GHSA Executive Director shall be authorized to approve credit recovery or make-up work completed later than fourteen days after the start of the next semester if he finds that the:
 1. timeframe was not met due to circumstances outside the control of the student, his parent(s), and the school, AND
 2. work was completed as soon as reasonably possible, AND
 3. allowance for such a delay is offered on the same basis to all students in the school.
5. Credit recovery programs operated during the summer or in intersessions shall be completed within fourteen days of the beginning of the new semester. Students using those credits to gain eligibility are ineligible until the course is completed successfully. Credit recovery is used for remedial work only, and no new credit courses may be applied under this provision.
6. Students using credit recovery or make-up programs must have their eligibility submitted to the GHSA office on a "Form C."

1.59 Students with disabilities:

1. A student with disabilities who is enrolled in a special education program which is not physically located at the parent school (example: psycho-education center, regional occupation center, community-based instruction class, etc.) shall be eligible to participate, practice, and/or try out in interscholastic activities at the parent school if IEP (Individual Education Program) requirements are met.

2. Schools with students having to meet only IEP requirements for course credit must establish an accounting process for the number of courses passed each semester, and for the awarding of Carnegie units. Requirements for the date of entry into the ninth grade and for age apply to students with IEPs without variation.

Competitive interscholastic activities administered through local **special education programs** shall follow Georgia Department of Education guidelines and procedures for special education, and are exempt from GHSA requirements.

For a complete listing of all Georgia High School Association (GHSA) requirements, please visit www.ghsa.net.

Financial Aid Information

Achieve Atlanta

The Achieve Atlanta Scholarship is an important part of Achieve Atlanta's broader effort to dramatically increase the number of APS students who earn a post-secondary degree or credential. It is a need-based award designed to support APS students pursuing various post-secondary paths after high school.

- For students attending a 4-year college, Achieve Atlanta will award up to \$5,000 per year (renewable for up to four years of school).
- For students attending a 2-year college or technical program, the award is up to \$1,500 per year (renewable for up to two years of school).

When combined with other possible sources of financial aid, the Achieve Atlanta scholarship should greatly reduce the need for students and families to take out high-interest, private loans to pay for school.

Additional information about the Achieve Atlanta scholarship program is available at www.achieveatlanta.org.

GAfutures

GAfutures is a project of the Georgia Student Finance Commission and has replaced GACollege411. It is Georgia's primary resource for information on planning, applying, and paying for college. The website (www.gafutures.org) aims to help students of all ages explore and plan for college and is loaded with tools and information that will make the process of searching, applying, and paying for college easier.

Using GAfutures, Georgia students will be able to:

- Apply for state financial aid programs (including HOPE and Move On When Ready)
- Check HOPE GPA status (beginning as early as 9th grade)
- Learn about state financial aid programs and eligible postsecondary institutions
- Learn about federal financial aid and repayment options
- Search and apply to colleges
- Search a nationwide scholarship database

Students and parents may create an account to log in to GAfutures at www.gafutures.org.



B.E.S.T. Academy and
Coretta Scott King Young Women's Leadership Academy

HOPE & Zell Miller Scholarships

The HOPE Scholarship is a merit based scholarship that provides assistance towards the cost of tuition at eligible public and private Georgia postsecondary institutions. A student must graduate from an eligible high school with a minimum 3.0 HOPE GPA (as calculated by GSFC) and meet specific rigor requirements.

The Zell Miller Scholarship is a merit based scholarship that provides full tuition at a public postsecondary institution and tuition assistance at an eligible private postsecondary institution. A student must graduate from an eligible high school as valedictorian or salutatorian (meeting the requirements of the HOPE Scholarship) or graduate with a minimum 3.7 Zell Miller GPA (as calculated by GSFC) along with a minimum combined score of 1200 on the math and reading portions of the SAT or a minimum composite score of 26 on the ACT (single national administration of either test) and meet specific rigor requirements.

Students graduating from an eligible high school on or after May 1, 2017, must earn four academically rigorous course credits (in addition to other requirements) in order to be eligible for the HOPE and Zell Miller Scholarships. Discuss course options with your high school counselor if you are not sure whether a course meets the rigor requirement.

A complete list of rigor requirements and additional information about the HOPE and Zell Miller Scholarship programs are available at www.gafutures.org.

Free Application for Federal Student Aid (FAFSA)

The Free Application for Federal Student Aid (FAFSA) is the main application used to apply for federal or state-supported financial aid to pay for a college education. Completing and submitting the FAFSA is free, easy and provides you access to the largest source of financial aid available.

Financial aid covers expenses like tuition and fees, room and board, books and supplies, transportation and other college-related expenses. The FAFSA can be used to determine eligibility for:

- Federal Student Aid - Pell Grants and student loans.
- State Financial Aid - HOPE/Zell Miller Scholarship and Grant programs.
- Institutional Financial Aid - Institutional Scholarships offered by a college.
- Private Financial Aid - Private Scholarships provided by businesses or other organizations.

For more information and to view the FAFSA Overview and How to Fill Out the FAFSA videos provided by Federal Student Aid, an office of the U.S. Department of Education, go to www.fafsa.gov.

Additional Information

There is a wealth of scholarship information online including free scholarship searches such as:

- FinAid - www.finaid.org
- Fastweb - www.fastweb.com
- Federal Student Aid for Students - www.studentaid.ed.gov

Contact the financial aid offices at the schools to which you are applying.

Apply for scholarships from community agencies. Pay attention to deadlines!

See your counselor for information about scholarships publicized at your school.

Attend financial aid workshops.

