

Centennial High School

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Home of the KNIGHTS

COURSE CATALOG

For Academic School Year 2020 – 2021



The CHS community will work collaboratively to provide all students rigorous personalized educational experiences, high levels of learning, and competencies necessary to be globally competitive in the 21st century.

FULTON COUNTY BOARD OF EDUCATION

All information is current as of **March 2020**

We are an AP Merit School, AP STEM School, AP STEM Achievement School, AP Humanities Honor School, and IB World School.

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FULTON COUNTY SCHOOL SYSTEM

Graduation Requirements

Course	Credits/Units	Requirements
Language Arts	4	1 unit of 9th grade Literature and Composition 1 Unit of 10 th grade Literature and Composition 1 unit of American Literature and Composition 1 additional units
Science	4	1 unit of Biology 1 unit of Physical Science or Physics 1 unit of Chemistry, Earth Systems, Environmental Science, or AP Science 1 unit of an approved 4th science, including any AP, academic science, or career tech science
Mathematics	4	1 unit of GSE Algebra or GSE Accelerated Algebra Honors 1 unit of GSE Geometry or GSE Accelerated Geometry Honors 1 unit of GSE Algebra 2 or Accelerated GSE Pre-Calculus Honors 1 additional math unit (GSE Pre-Calculus or any higher-level mathematics course, including AP)
Social Studies	3	1 unit of World History 1 unit of United States History ½ unit of Economics ½ unit of American Government/Civics (<i>excludes AP Comparative Government</i>)
World Language* AND/OR CTAE** (Career, Technical and Agricultural Education) AND/OR Fine Arts	3	World Language – French, German, and Spanish CTAE – Audio-Video Technology & Film, Financial Services, Computer Science, Allied Health, Engineering & Technology, Food & Nutrition, Law Enforcement Services, JROTC/Army, Game Design, Programming, and Emergency Medical Responder Fine Arts - Art, Drama, and Music
Health/Physical Education	1	½ unit of Health ½ unit of Personal Fitness
Electives	4	4 additional elective courses
TOTAL UNITS (Minimum):	23	
		*Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same world language. **Students wishing to receive industry certification in certain areas under Career, Technical and Agricultural Education programs must follow specific pathways.

The above represent minimum graduation requirements

Georgia Milestones End of Course Tests (EOC)

The following courses have an End of Course test: Algebra, Geometry, US History, Economics, 9th Lit/ Comp, American Lit/Comp, Biology, and Physical Science) that require the EOC. They must take the Georgia Milestones EOC and it will count as 20% of the course grade.

Sample Schedules

Sample Freshman Schedules

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Biology	Biology
Elective	Elective
Elective	Elective
Elective	Elective

OR

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Biology	Biology
World Language	World Language
General Health	Personal Fitness
Elective	Elective

Sample Sophomore Schedules

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Physical Science	Physical Science
World History	World History
World Language	World Language
Personal Fitness	Elective

OR

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Chemistry	Chemistry
AP World History	AP World History
World Language	World Language
Elective	Elective

Sample Junior Schedules

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Chemistry	Chemistry
US History	US History
World Language	World Language
Elective	Elective

OR

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Physics	Physics
AP US History	AP US History
Elective or World Lang.	Elective or World Lang.
Elective	Elective

Sample Senior Schedules

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Science	Science
Economics	American Government
Elective	Elective
Elective	Elective

OR

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Science	Science
Economics	Personal Fitness
Elective or World Lang.	Elective or World Lang.
Elective	Elective

Career Pathways at Centennial

CAREER TECH	COURSES REQUIRED:
Allied Health	Intro to Healthcare Science, Essentials of Healthcare, Surgical Technician/Sports Medicine, Medical Internship (Work-Based Learning)
Audio-Video Tech & Film	Audi-Video Teach Film I, II, III
Computer Science	Intro to Digital Tech, AP Computer Science Principles, AP Computer Science A OR Games Design/Animation/Simulation
Engineering and Technology	Foundations of Engineering & Tech, Engineering Concepts, Engineering Applications, Research Design & Project Management
Game Design	Intro to Digital Tech, Comp Sci Principles (Reg or AP), Game Design: Anim & Simu
Emergency Medical Responder	Intro to Healthcare Sci, Essentials of Healthcare, Emergency Medical Responder
Nutrition and Food Science	Food Nutrition & Wellness, Food for Life, Food Science
Law Enforcement Services	Intro to Law, Criminal Science and Investigation Forensic Science
JROTC/Army	Junior Reserve Officer Training Corps, Army Leadership
Financial Services	Intro to Business Tech, Financial Literacy, Banking, Investing & Insurance
Business Accounting	Intro to Business & Tech, Financial Services, Principles of Accounting 1
Programming	Intro to Digital Tech, AP CS Principles or Computer Science Principles Programming, Games, Apps, and Society
FINE ARTS	COURSES REQUIRED:
Music Performance Instrumental	3 courses in instrumental/vocal music and/or AP Music Theory with at least one course at level 2 or higher
Music Performance Vocal	3 courses in instrumental/vocal music and/or AP Music Theory with at least one course at level 2 or higher
Theatre Arts	3 courses in theatre arts with at least one course at level 2 or higher
Visual Arts 2D	Intro to Art (Visual Arts Comp 1), 3 courses in Draw/Paint, Graphics and/or AP Drawing and/or AP 2D Design with at least one course at level 2 or higher
Visual Arts 3D	Intro to Art (Visual Arts Comp 1), 3 courses in Ceramics, Sculpture and/or AP Drawing and/or AP 3D Design with at least one course at level 2 or higher
WORLD LANGUAGES	COURSES REQUIRED:
French	3 French courses OR 2 French courses plus AP French
German	3 German courses OR 2 German courses plus AP German
Spanish	3 Spanish courses OR 2 Spanish courses plus an AP Spanish course
ADVANCED ACADEMIC	COURSES REQUIRED:
Mathematics	4 courses in Mathematics with at least one AP or post-secondary course AND 2 sequential courses in a world language
English/Language Arts	4 courses in English/Language Arts with at least one AP or post-secondary course AND 2 sequential courses in a world language
Science	4 courses in Science with at least one AP or post-secondary course AND 2 sequential courses in a world language
Social Studies	4 courses in Social Studies with at least one AP or post-secondary course AND 2 sequential courses in a world language.

CENTENNIAL HIGH SCHOOL COURSE OFFERINGS

For the Academic School Year 2020-2021

When using this catalog, please remember the following:

- **Course number** indicates the computer number of the course.
- **Term** indicates the length of the course.
- **Prerequisite** indicates certain courses that must be completed prior to the start of the course, that the course is restricted to certain grade levels, and/or that the student must make application to register for the course. *See FCS High School Placement guidelines for additional grade requirements.*
- **AP/Honors waivers** will be required to override teacher recommendations in instances when a student has not met the FCS High School Placement guidelines requirements.
- **Advanced Placement (AP)** is a program of college-level courses which gives high school students the opportunity to receive advanced placement and/or credit in college through successful completion of an exit examination.
- **Work-Based Learning (WBL)** is for juniors and seniors. Please see Mr. Robinson in I-18 for more information. An application is required for this course.
- **Virtual Classes** are courses students take online via either Fulton Virtual School or GA Virtual School. Virtual classes have specific beginning and ending dates which align with the school calendar. Each class has a specific syllabus the student needs to follow and keep up with every day. A virtual teacher monitors and evaluates the student's classwork remotely and provides support upon student request. Please see your school counselor for more information.
- **Dual Enrollment (DE) Program --** Dual enrollment is for students at accredited public or private high schools in the state of Georgia and is operated in all school terms except summer. The program allows students to pursue postsecondary study at approved public and private colleges and technical colleges while receiving dual high school and college credit for courses successfully completed. Courses pursued by students under this program must come from the approved course directory which is supplied to high school counselors by the state. Courses are available during the school year and during the summer. Students are required to complete the college's online application by the Fulton County School District's Dual Enrollment deadline of March 31st. Please visit Centennial's Dual Enrollment website at www.chsdualenrollment.weebly.com . For Dual Enrollment course options please reference the following link: <https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/course-directory/>
- When **selecting elective courses**, we make every effort to accommodate all student requests. However, in order to maximize staffing allocations, there must be adequate demand for a course to be taught during a given school year. In instances where course demand is inadequate, we attempt to honor the alternate course request.
- **FCBOE Policy Section I - Instructional Program, Title: Grading & Reporting #IHA:**
Students are expected to complete courses for which they are enrolled. If changes are necessary, they should be requested in writing by the parent/guardian within the first ten (10) school days of the course. All course changes must meet the following criteria: *an FTE-eligible course is available for the student space is available in an already scheduled course the student's graduation requirements can be met within four years be approved by the teacher and guidance counselor.* Any parent not satisfied with the decision of the teacher and guidance counselor regarding course changes may contact the principal or his/her designee.

English & Language Arts

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
9th Literature	23.0610000	Y	9	None	Reading strategies, interpretation of literature, writing, vocabulary, and grammar.
9th Literature Honors	23.0610040	Y	9	Teacher Recommendation	Advanced reading strategies, interpretation of literature, writing, vocabulary, and grammar.
10th Literature	23.0620000	Y	10	9th Lit	Tenth Grade Literature and Composition is a thematic study of literature. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literature and informational texts to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing. This course prepares students for college.
10th Literature Honors	23.0620040	Y	10	Teacher Recommendation	Tenth Grade Literature and Composition is a thematic study of literature. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing.
World Literature H	23.0630040	Y	11	10 th Lit H as a 9 th grader	It is a study of the major literary topics and themes of the world. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective analytical writing and research habits; and to refine language skills as they apply to reading, writing, speaking, and viewing.
11th Literature	23.0510000	Y	11	9 th Lit & 10 th Lit	Reading strategies, interpretation of American literature, vocabulary, writing, and grammar.
11th Literature Honors	23.0510040	Y	11	10 th Lit, Teacher Recommendation	Advanced reading strategies, interpretation of American literature, vocabulary, writing, and grammar.
AP Language Comp/Amer Lit TAG #	23.0530000 23.2530000	Y	11	10 th Lit, Teacher Recommendation	Advanced college level study of authors' styles and techniques, survey of American literature, review of writing skills, vocabulary, and preparation for AP exam.
AP Literature & Composition TAG #	23.0650000 23.2650000	Y	12	11 th Lit, Teacher Recommendation	Advanced college level study of literature and critical approaches, review of writing skills, vocabulary, and preparation for AP exam.
Dramatic Writing for Theatre, Film, and Television	52.0920000	Y	12	11 th Lit, Teacher Recommendation	Year-long on-level 12th grade core English course where students will learn how to write for theatre, film and television. Students will make skillful use of narrative storytelling techniques through the writing of plays, television scripts, and film screenplays.
College English	23.0630400	Y	12	Successful application to appropriate college	Freshman English curriculum at the collegiate level. This course is taken at the respective college. The student must apply with the college and CHS by the required deadline. The student must provide their own transportation.
Multi-Cultural Literature	23.0670001	S	12	English 9th, 10th, & 11 th	This course is taken senior year. Co-requisite with World Literature and Composition. Students must complete this course to meet graduation requirements. Multicultural Literature and Composition focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing,

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					and critiquing writing styles and universal themes. Students will 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. (Offered also as Sheltered, Push-In, Team-taught, or Resource depending on need of students)
World Literature	23.0630001	S	12	English 9th, 10th, & 11 th	This course is taken senior year. It is a study of the major literary topics and themes of the world. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening speaking, and viewing. (Offered also as Sheltered, Push-In, Team-taught, or Resource depending on need of students)
Journalism I Annual (Yrbk)	23.0320000	Y	9-12	Teacher Approval	Study of photo journalism and production of school yearbook.
Journalism II Annual	23.0330000	Y	10-12	Annual I and Application	Advanced study of photo journalism and production of school yearbook.
Journalism IV Annual	23.0360000	Y	12	Annual III and Application	Advanced study of photo journalism and production of yearbook.
Communication Skills	55.0210000	Y	ESOL	None	Focuses on the acquisition of social and instructional language based on the five WIDA standards. The primary emphasis for this course included building on the initial survival language skills as well as developing interpersonal communication skills while learning about various cultural characteristics of the United States.
Reading & Listening in the Content Area	55.0230000	Y	ESOL	None	This course will provide activities and opportunities to enhance literacy and listening skills necessary for success in the content areas.
Mathematics					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
GSE Algebra I	27.0990000	Y	9	None	Students will formalize and extend the mathematics that they learned in the middle grades; deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend; use algebra to deepen and extend understanding of geometric knowledge from prior grades; and tie together the algebraic and geometric ideas studied. (Offered also as Sheltered, Push-In, Team-taught, or Resource depending on need of students)

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GSE Accelerated Algebra 1/Geometry A Honors	27.0994040	Y	9	Teacher Recommendation	Formalize and extend the mathematics that students learned in the middle grades; deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend; use algebra to deepen and extend understanding of geometric knowledge from prior grades; tie together the algebraic and geometric ideas studied.
GSE Geometry	27.0991000	Y	10	GSE Algebra I	Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises, and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships. The link between probability and data is explored through conditional probability. (Offered also as Sheltered, Push-In, Team-taught, or Resource depending on need of students)
GSE Geometry Honors	27.0991040	Y	9	GSE Algebra 1 (8 th grade)	The honors level course has the same coursework as the college preparatory level with students a minimum of one year ahead of track. Same as above.
GSE Accelerated Geometry B/Algebra II Honors	27.0995040	Y	10	Teacher Recommendation	The need for extending the set of rational numbers arises, and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed, comparing their characteristics and behavior to those of linear and exponential relationships. The link between probability and data is explored through conditional probability. Methods from probability and statistics are used to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. Students bring together all of their experience with functions and geometry to create models and solve contextual problems.
GSE Algebra II	27.0992000	Y	9-11	GSE Geometry	Students will analyze polynomial functions of higher degree; explore logarithmic functions as inverses of exponential functions; solve a variety of equations and inequalities numerically, algebraically, and graphically; use matrices and linear programming to represent and solve problems; use matrices to represent and solve problems involving vertex-edge graphs; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies. (Offered also as Sheltered, Push-In, Team-taught, or Resource depending on need of students)

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GSE Algebra 2 Honors	27.0992000 27.0992040	Y Y	11 10	GSE Geometry Geometry H	Students will pull together and apply the accumulation of learning from their previous mathematics courses. Methods from probability and statistics will be used to draw inferences and conclusions from data. Students will expand their repertoire of functions to include polynomial, rational, and radical functions. The study of right triangle trigonometry will be expanded and then used to model periodic phenomena. Experiences with functions and geometry will help students to create models and solve contextual problems.
GSE Accelerated Pre-calculus Honors	27.0977040	Y	11	GSE Acc. Geo & Teacher Recommendation	This course is intended to prepare students for a more intense study of mathematics. The study of circles and parabolas is extended to include other conics such as ellipses, and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles, and identities. Matrices provide an organization structure in which to represent and solve complex problems. The concept of complex numbers is extended, and the coordinate plane is used to represent and operate upon vectors. Probability rounds out the course using counting methods.
GSE Pre-calculus Honors	27.0974000 27.0974040	Y Y	12 11	GSE Algebra II GSE Algebra II H	The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles, and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions.
GSE Calculus	27.0710000	Y	12	GSE Algebra II	Real numbers and the Cartesian plane; review of functions, limits and their properties; derivatives, differentiation, and application; anti-derivatives and indefinite integration; area and definite integrals; integration by substitution; the Trapezoidal rule; logarithmic, exponential and other transcendental functions; and applications and methods of Integration.
Advanced Mathematical Decision Making	27.0850000	Y	12	None	More in-depth study of statistical information, summaries, and methods of designing and conducting statistical studies; voting processes, modeling of data, and basic financial decisions; use of network models for making informed decisions.
GSE Mathematical Decision Making in Industry & Government	27.0860000	Y	12	GSE Alg II & Teacher recommendation	This course allows students to explore decision making in a variety of industries such as Airline, Pharmaceutical, Local government. Student learn to focus on the development of mathematical models that can be used to model, improve, predict, and optimize real-world systems.
Math of Finance S	27.0870020	Y	12	ESOL	This course concentrates on the mathematics necessary to understand and make informed decision related to personal finance., The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student's understanding of when tad how to use these topics, This course may not meet the admission requirements for a 4 year colleges in Georgia.

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AP Calculus AB	27.0720000	Y	11-12	Teacher Recommendation	Real numbers and the Cartesian plane; review of functions, limits and their properties; derivatives, differentiation, and application; anti-derivatives and indefinite integration; area and definite integrals; integration by substitution; the Trapezoidal rule; logarithmic, exponential and other transcendental functions; and applications and methods of Integration.
AP Calculus BC	27.0730000	Y	11-12	Teacher Recommendation	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.
AP Statistics	27.0740000	Y	11-12	Teacher Recommendation	Introduction to statistics, descriptive statistics, probability; probability distributions and normal probability distributions; estimates and sample size; hypothesis testing; inferences from two samples; correlation and regression; multinomial experiments; analysis of variance; statistical process control; nonparametric statistics; and design and sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Science

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Biology	26.0120000	Y	9	None	This curriculum includes abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include: classification, the characteristics of science, structure and function of the six kingdoms, matter-energy relationships, DNA/RNA, homeostasis, Heredity, ecosystems, and biological evolution. (Offered also as Push-In, Team-taught, or Resource depending on need of students)
Biology Honors	26.0120040	Y	9	Teacher Recommendation	This curriculum includes abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include: classification, the characteristics of science, structure and function of the six kingdoms, matter-energy relationships, DNA/RNA, homeostasis, Heredity, ecosystems, and biological evolution. There is a heavier focus on understanding concepts and data analysis in preparation for advanced sciences.

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Physical Science	40.0110000	Y	10	None	This course is designed as a survey course of chemistry and physics. This curriculum includes the 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. Major concepts and skills include: classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, solutions, acid/base chemistry, phase changes, Laws of motion and forces, energy transformation, electrical/magnetic forces, and wave properties. (Offered also as Push-In, Team-taught, or Resource depending on need of students)
Physical Science Honors	40.0110040	Y	10	Teacher Recommendation	This course is designed as a survey course of chemistry and physics. This curriculum includes the 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. Major concepts and skills include: classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, solutions, acid/base chemistry, phase changes, Laws of motion and forces, energy transformation, electrical/magnetic forces, and wave properties. There is a heavier focus on understanding concepts and data analysis in preparation for advanced sciences.
Chemistry	40.0510000	Y	11	Teacher Recommendation, also recommended is Alg 2 or Acc Geo/Alg 2	This curriculum includes abstract concepts such as the structure of atoms, structure and properties of matter, 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. Major concepts and skills include: classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, empirical/molecular formulae, stoichiometry, kinetic molecular theory/phase changes, gas laws, solutions/concentrations, acid/base chemistry.
Honors Chemistry	40.0510040	Y	10-11	Teacher Recommendation	This curriculum includes abstract concepts such as the structure of atoms, structure and properties of matter, 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. Major concepts and skills include: classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, empirical/molecular formulae, stoichiometry, kinetic molecular theory/phase changes, gas laws, solutions/concentrations, acid/base chemistry. There is a heavier focus on understanding concepts and data analysis in preparation for advanced sciences.

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Physics	40.0810000	Y	11-12	Teacher Recommendation Students are also required to take Pre-Cal concurrently w/Physics.	This curriculum includes abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include kinematics, energy and its transformations, Electricity, magnetism, wave properties.
Human Anatomy & Physiology	26.0730000	Y	12	Biology & Chemistry	The human anatomy and physiology curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body and 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. Dissections are part of the curriculum and all students are expected to participate.
Environmental Science	26.0611000	Y	11-12	Biology & Physical Science/Chemistry	Environmental science is an interdisciplinary course of how nature works and how things in nature are interconnected. The following themes are central to the study of environmental science: sustainability; natural resources; natural resource degradation; solutions to environmental problems; tradeoffs in finding acceptable solutions; the importance of individual actions in implementing solutions; and sound science. Areas of study include the interconnection of all life, the flow of energy and cycling of matter, the stability and change in an ecosystem, conservation and resource allocation, and the evaluation of human activity and technology on the environment.
Earth Systems	40.0640000	Y	11-12	Biology & Physical Science/Chemistry	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 earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences. Major Concepts/Skills: Earth origin, composition, and structure, Plate tectonics and the rock cycle, Landscape evolution, Geologic hazards, Sedimentary environments, Geologic time and correlation, Earth and life history, Life-environment relationships, Hydrologic cycle, Insolation and global heat distribution, Weather and climate, Matter/energy cycles, Mineral and fossil fuel resources.
Forensic Science	40.0930000	Y	11-12	Chemistry	The Forensic Science curriculum is designed to build up on science concepts and to apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impression from firearms, tool marks, arson, and explosive evidence.

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Astronomy	40.0210000	Y	12	Bio, Chem. & Physical Science or Physics	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.
AP Biology	26.0140000	Y	10-12	Chemistry concurrently with AP Biology.	Students should have successfully completed Biology and Chemistry or are taking Chemistry concurrently with AP Biology. The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.
AP Chemistry	40.0530000	Y	11-12	General Chemistry & Algebra II	The key concepts and related content that define the AP Chemistry course and exam are organized around underlying principles called the Big Ideas. They encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the particulate nature of matter underlying the observations students make about the physical world. Twenty-five percent of instructional time is devoted to inquiry-based laboratory investigations. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

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AP Environmental Science	26.0620000	Y	10-12	Teacher Recommendation	<p>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. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several unifying themes that cut across topics.</p> <p>Twenty-five percent of instructional time is devoted to inquiry-based laboratory investigations. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.</p>
AP Physics I	40.0831000	Y	10 11-12	10 th graders will be required to take Chem H concurrently Required Precalculus.	<p>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. Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.</p>
AP Physics 2	41.0832000	Y	12	Physics or AP Physics I, students are required to take Pre-Cal concurrently with AP Phy 2	<p>AP Physics 2: Is an Algebra based, introductory college-level physics course that explores 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. Through inquire based learning, students will develop scientific critical thinking and reasoning skills.</p>
AP Physics C: Mechanics	40.0841010	Y	12	Physics or AP Physics 1	<p>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.</p>

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Social Studies

A Social Studies class is not required at the 9th grade level. AP Human Geography for 9th grade (year-long) are only suggested for those students who are ADVANCED in reading comprehension, writing, critical thinking and analysis. AP courses are the equivalent of a college level introductory course that requires a great deal of outside work. Students are only allowed to register for this course as a 9th grader with the recommendation of their teacher.

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Course Description
AP Human Geography (<i>year-long course for teacher-recommended 9th graders only</i>)	45.0770000	Y	9	Teacher Recommendation	Human Geography is a branch of geography that deals with the way humans interact with their environment. We will study demographics, migration, linguistics, religion, political geography, urbanization and industrialization. Specific skills for success: above average reading ability and above average writing skills. Outside commitments: vocabulary quizzes and bi-weekly map quizzes in addition to nightly textbook reading. This course is equivalent to a college course and will be more rigorous than a middle school TAG course or a high school honors course.
World History	45.0830000	Y	10	None	The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century. Topics include prehistoric culture, ancient civilizations, classical civilizations, the medieval world, the Age of Exploration, Enlightenment, French Revolution, decline of colonial empires in America, Industrial Revolution, nationalism and imperialism, totalitarianism, WWI, WWII, and the modern world.
World History H	45.0830040	Y	10	Teacher Recommendation	World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.
AP World History	45.0811000	Y	10	Teacher Recommendation	Teaching students to think historically, to construct historical arguments and to analyze data within an historical context will be the focus of AP World History. With material from 8000 BCE to the present serving as the basis for study, students will explore multiple perspectives as they analyze global patterns that have occurred over time. Students will spend a great deal of time writing, reading, and interpreting artifacts as they strive to become true historians themselves.

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U. S. History	45.0810000	Y	11	None	The high school United States history course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout United States history. The course concludes with significant developments in the early 21st century. Topics include colonization, the revolutionary and colonial eras, manifest destiny, Civil War and reconstruction, urbanization and Industrialism, progressive era, imperialism, WWI & WWII, The Cold War, Vietnam, and the Decades of 1950 – 2000.
AP U.S. History	45.0820000	Y	11	Teacher Recommendation	The advanced placement course in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the challenges and issues in U.S. History. The study of U.S. History begins with a brief review of the discovery and settlement of the Americas and continues into a rigorous in-depth study of U.S. History from the mid-17th century to the present time. Students will learn to analyze and interpret primary sources, to take notes from lectures and printed materials, and to write essays and analytical/historiographical papers. Topics include: Multicultural heritage, Colonial period, American Revolution, Jacksonian Democracy and sectionalism, Civil War and Reconstruction, Triumph of the American Nation, Gilded Age, Progressivism and immigration, Great Depression and New Deal, Labor movement, Civil Rights and women’s movement, World Wars I and II, Cold War, and New World Order.
Economics	45.0610001	S	12	U.S. History	The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. Topics include supply and demand, market forces, money, banking and capital, organization of natural resources, the national economy and global interdependence.
AP Macro and AP Micro Economics	45.0620011 45.0630001	S S	12 12	U.S. History	AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

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Sociology	45.0310003	S	11-12	None	The emphasis of Sociology is to show the complexity of social life with its inter-connections between social events and conditions. Topics will include adolescence and socialization, the institutional structure of society, stratification and race relations and understanding social change. The course will also cover social problems in the U.S. and how they affect the individual and society as a whole. Crime, poverty, race and ethnic relations will be studied as well.
American Government & Civics	45.0570001	S	12	None	The state-mandated American Government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. The course will cover U.S. constitutional principles, the branches of the federal government, factors influencing the political process, the role of the media and political parties, and civil rights and responsibilities. Students will construct and evaluate arguments, use documents and other primary source data to analyze points of view, analyze and interpret information, and write document-based and comparative analysis essays.
Current Issues	45.0120001	S	9-12	None	Analyze & discuss Current Issues in the news through various class activities and projects. Main areas of study include but are not limited to International Affairs, Domestic Affairs, Technology, & the Environment. Students will also work to improve presentation skills in anticipation of future postsecondary opportunities.
International Affairs Model UN	45.0910002	S	9-12	None	Model United Nations is an elective course designed to provide students with an opportunity to learn about the United Nations and the problems facing the international community. This course is different in its approach in that it requires the student not only to acquire information but also to apply that information via the utilization of several major global simulations. The goal of the course is to prepare young adults to become better-informed and practicing citizens of the global community.
AP U.S. Government & Politics (semester-long for upper classmen; fulfills the state requirement for American Government)	45.0520011	S	12	Teacher Recommendation	The AP course in U.S. Government and Politics is a semester-long course. It is designed to assist students in becoming knowledgeable about the Constitution, the varied political beliefs and behaviors which shape U.S. government, the role of political parties and interest groups, the organization and powers of Congress, the president, the bureaucracy, the federal courts, and the development of civil rights and liberties. Students will play roles in simulations such as moot courts, participate in debates, read and analyze current issues, take notes from lectures, and answer multiple choice and free response questions. Outside of class, students will attend local government meetings and <i>may</i> visit the Carter Presidential Museum and Library, the Martin Luther King Center, the State Capitol, and other museums in the Atlanta area that interest the student. In order for a student to be successful in this class, he/she should possess these skills: ability to read college level texts independently; ability to critically analyze written works; ability to take notes and move rapidly through material; ability to work independently outside of class with disciplined work habits; ability to recognize perspectives, with a willingness to learn about and respect differences of opinion. Outside commitments: reading and completing study guide materials 4-

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					5 nights a week, working approximately 45 minutes - one hour a night; attending at least one local government meeting; additional performance tasks that will require reading and research. This class is comparable to an introductory college political science course and satisfies the state of Georgia American Government graduation requirement.
American Government & Civics	45.0570001	S	12	None	The state-mandated American Government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. The course will cover U.S. constitutional principles, the branches of the federal government, factors influencing the political process, the role of the media and political parties, and civil rights and responsibilities. Students will construct and evaluate arguments, use documents and other primary source data to analyze points of view, analyze and interpret information, and write document-based and comparative analysis essays.
AP Comparative Gov. & Politics	45.0530011	S	11-12	Teacher Recommendation	AP Government and Politics: Comparative is a semester-long elective that introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course covers six specific countries and their governments: China, Great Britain, Iran, Mexico, Nigeria, and Russia. In order for a student to be successful in this class, he/she should possess these specific skills: ability to read college level texts independently; ability to critically analyze written materials; ability to take notes and move rapidly through material; ability to work independently outside of class with disciplined work habits; ability to recognize new ideas and perspectives, with a willingness to learn about and respect differences of opinion. Outside commitments: reading and completing study guide materials 4-5 nights a week, working app. one hour a night. Additional performance tasks will require outside reading and research. This class is comparable to an introductory college political science course.
AP Psychology	45.0160000	Y	11-12	Teacher Recommendation	The purpose of Advanced Placement Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Throughout the course, students will be exposed to the psychological facts, principles and phenomena associated with each of the major subfields of psychology. In addition, the course will stress the need to think like a psychologist. As author and social psychologist David Myers, notes – to think as a psychologist, one must learn to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding” (Sternberg, 1997). Whether students choose to pursue a career in psychology or in an entirely different field, this habit of mind will be of great value.

World Language

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Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
French I	60.0110000	Y	9-12	None	Sound systems, French alphabet, familiar words and phrases, greetings, family and friends, numbers and time, dates, weather/seasons, food/meals, city life, shopping, leisure, and culture.
French II	60.0120000	Y	9-12	French 1	School and class routines, family and relations, self and daily routines, clothing, body parts, shopping, money, banking, directions, community sites, food, meals, transportation, holidays, vacations.
French II Honors	60.0120040	Y	9-12	French 1, Teacher Recommendation	In-depth study of all topics in French 2 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; beginning preparation for AP French.
French III	60.0130000	Y	10-12	French 2, Teacher Recommendation	Daily routines, family relations, history, geography, travel, accommodations, festivals, leisure time, food, current events, careers, aspects of art and literature.
French III Honors	60.0130040	Y	10-12	French 2, Teacher Recommendation	In-depth study of all topics in French 3 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; continuing preparation for AP French.
French IV	60.0140000	Y	10-12	French 2, Teacher Recommendation	In-depth study of all topics in French 3 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; continuing preparation for AP French.
French IV Honors	60.0140040	Y	11-12	French 3, Teacher Recommendation	Intense development of communicative, cultural, and advanced grammatical competence; final preparation for AP French; near-exclusive use of French in class.
AP French Language and Culture	60.0170000	Y	11-12	French 3, Teacher Recommendation	College-level course that provides intense preparation for the AP Language and Culture exam using authentic francophone sources; in-depth reading, writing, speaking, and listening on themes of global challenges, science and technology, contemporary life, families and communities, identities, and beauty; exclusive use of French in class.
Spanish I	60.0710000	Y	9-12	None	Numbers, weather, colors, celebrations, family, routines, self, school, clothing, shopping, food, transportation, body parts, health/emotions, animals, leisure time, sports, geography.
Spanish II	60.0720000	Y	9-12	Spanish I	Leisure time, travel, food/restaurants, fine arts, news, childhood experiences, family, celebrations, daily routines, beach, chores, and health; Spanish-speaking countries and Latino culture in the U.S.
Spanish II Honors	60.0720040	Y	9-12	Teacher Recommendation	In-depth study of all topics in Spanish 2 with heavy emphasis on listening and speaking proficiency with additional authentic Spanish-language sources; beginning preparation for AP Spanish.
Spanish III	60.0730000	Y	10-12	Spanish 2	Vacations and hobbies, health and diet, urban life and culture, music, geography and politics, clothing, celebrations, household, environment, occupations, and fashion; Spanish-speaking countries and Latino culture in the U.S.

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Spanish III Honors	60.0730040	Y	10-12	Teacher Recommendation	In-depth study of all topics in Spanish 3 with heavy emphasis on listening and speaking proficiency with additional authentic Spanish-language sources; continuing preparation for AP Spanish.
Spanish 4 H	60.0740040	Y	11-12	Teacher Recommendation & Spanish 3	Spanish IV Honors is conducted entirely in Spanish and emphasizes a high level of facility of advanced structures of the language through intensive, fast-paced practice in reading, writing, speaking and listening. This advanced level Spanish course is designed to help students master the four language skills listening, speaking, reading and writing while learning about the culture of the Spanish speaking world. Cultural information pertaining to the topics of this course is included where appropriate. Music and art from Spanish speaking countries are included and some literature will be introduced. The topical content provides a springboard for communication practice and the incorporation of supplemental materials. Major topics: Children's literary themes, visual arts, literary selections, current events, daily life, writing enhancement.
Spanish for Native Speakers Lv.1	60.0790000	Y	9-12	Teacher Recommendation The recommended entrance requirement for the Spanish for Native Speakers I is the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak or write at the Intermediate level prior to entering the course.	Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional to those who are more proficient and/or literate in Spanish. This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites.
Spanish for Native Speakers Lv. 2	60.0790010	Y		Lv 1	Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are somewhat functional (can comprehend spoken Spanish but speak haltingly and need improvement in reading and/or writing) to those who are more proficient and literate in Spanish. The recommended entrance requirement is at the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale and an Intermediate-Mid level of proficiency in reading, writing and speaking. This course will continue to develop reading, writing, speaking and listening

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					skills and will promote a deeper understanding of the Hispanic cultures, such as language variations, customs, geography, history, and current events.
Spanish AP Language & Culture	60.0770000	Y	12	Spanish IV or SNS III	College-level course that provides intense preparation for the AP Language and Culture exam using authentic Spanish- language sources; in-depth reading, speaking, and listening on themes of global challenges, science and technology, contemporary life, families and communities, identities, and beauty; exclusive use of Spanish in class.
Spanish AP Literature & Culture	60.0770011	Y	12	Spanish IV or SNS III	The AP [®] Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. The inclusion of “and Culture” in the title of the course reflects a purposeful alignment of the course to a standards-based Spanish curriculum. In particular, the course reflects a meaningful integration of the cultures, connections, and comparisons goal areas of the Standards. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. Teachers and students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. A key objective of the course is to encourage students not only to understand and retell the content of the texts they read but also to relate that content to literary, historical, sociocultural, and geopolitical contexts in Spanish.
Workplace Spanish – Legal & Medical Interpreter	60.0715000	Y	11-12	Teacher Recommendation Spanish IV	In Workplace Spanish, students learn specific vocabulary and phrases related to the work environment in such concerns as work safety, security, and simple directions appropriate to communicating with employees
German 1	61.0110000	Y	9-10	None	Beginning level German is designed to introduce students to the German language and the culture of German-speaking peoples. Students will use the four language skills listening, speaking, reading and writing to attain proficiency and the ability to communicate in German. Major topics include: German pronunciation; greetings, alphabet & numbers; family & house; days of the week & time; youth activities & school life; weather & shopping; ordering food; special occasions; hobbies & sports; German culture.

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German II	61.0120000	Y	9-11	German I	German II emphasizes oral fluency and expects distinct growth in vocabulary and sentence patterns for functional use. Major topics include: Greetings & festivals; transportation & driving; vacations & restaurant, living; accommodations, metric system; postal services & telecommunications; German culture.
German II Honors	61.0120040	Y	9-11	German I and Teacher Recommendation.	German II Honors emphasizes oral fluency and expects distinct growth in vocabulary and sentence patterns for functional use, at an accelerated pace. Major topics include: Greetings & festivals; transportation & driving; vacations & restaurant, living; accommodations, metric system; postal services & telecommunications; German culture.
German III Honors	61.0130040	Y	10-12	German II or German II H, & Teacher Recommendation	German III Honors emphasizes advanced structures of the language through a thorough practice in reading, writing, speaking and listening, at an accelerated pace. Major topics include: offering & accepting gifts; inquiring about prices & travel arrangements; obtaining information, identifying people; sequencing events & expressing wishes; describing daily routines; inquiring about details; asking & giving directions; expressing preferences/politeness; describing talents & abilities and current situations; developing & supporting an argument; proposing solutions to problems; comparing cultural trends over time; creation of a class newspaper or magazine; German culture.
AP German Language	61.0170010	Y	11-12	German IV	The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Career & Technical Education					
Health Science: Therapeutic Services					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Course Description
Introduction to Healthcare Science	25.5210000 Y	Y	9-12	None	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. First course in Sports Medicine and Surgical Technology Pathways.
Essentials of Therapeutic Services	25.4400000	Y	10-12	Introduction to Healthcare	Anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. Second course in Sports Medicine and Surgical Technology Pathways.
Allied Health and Medicine	25.4370000	Y	11-12	Essentials of Therapeutic Services	This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc.
Emergency Medical Responder	25.4500000	Y	11-12	Essentials of Therapeutic Services	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.).
Medical Services Internship	25.5260000	Y	12	Application Required See Ms. Cochrane	This internship of experiences in hospital, medical, dental, physical therapy and/or veterinary offices reinforce learning in the classroom. Students are at the clinical sites three to four days/week and are in the classroom one to two days/week to earn additional certifications in oxygen administration, blood borne pathogens, and HIPPA. Students must provide their own transportation to and from clinical sites.

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Financial Services & Business Accounting

Intro to Business & Technology	7.4413000	Y	9-12	None	Business characteristics, ownership and communication, finance, human resources, leadership, international business, marketing. First course in Entrepreneurship Pathway.
Financial Literacy	07.4260000	Y	10-12	Introduction to Business & Technology	How money smart are you? Step into this course 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 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. Financial Literacy is the second course in the Business Accounting and Financial Services pathways in the Finance Cluster. Students enrolled in this course should have successfully completed Introduction to Business & Technology.
Banking, Investing, & Insurance	07.4310000	Y	11-12	Financial Literacy	Explore 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. Banking, Investing, and Insurance is the final course in the Financial Services

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					pathway in the Finance Cluster. Students enrolled in this course should have successfully completed Introduction to Business and Technology and Financial Literacy. After mastery of the standards in this course, students should be prepared to earn an industry-recognized credential in this career area.
Principles of Accounting 1	07.4110000	Y	11-12		Where does all the money go? As a person would not go to a foreign country and not learn the language, accounting is the "language of business." Principles of Accounting 1 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. Various forms of technologies and internet research will be highlighted to expose students to the resources available when learning the language of business. 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. Principles of Accounting 1 may be the second course in the Advanced Business Pathway or the third course in the Business Accounting pathway in the Finance Cluster. Students enrolled in this course should have successfully completed Introduction to Business & Technology. If students are completing the Business Accounting pathway, successful completion of the Financial Literacy course prepares students to take an End of Pathway assessment in this career area.
Computer Science/Programming					
Intro to Digital Technology	11.4150000	Y	9-11	None	Introduction to computers, multimedia graphics, databases, web design, and programming. First course in Computer Science & Game Design Pathways.
Computer Science Principles	11.4710000	Y	10-12	Intro to Digital Technology	Computer Science 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. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and

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					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 required by business and industry. Computer Science Principles is the second course in the Game Design pathway.
AP Computer Science A	11.0160010	Y	10-12	Required prerequisite: AP Computer Science Principles	Application of data abstraction and encapsulation, class specifications and relationships among classes, design and interface, modification of existing code, extension of existing code using inheritance, and analysis of algorithms. This course qualifies as the fourth science course for graduation and for college admissions. It meets the RIGOR requirement. Third course in Computer Science Pathway.
AP Comp Sci Principles	11.0190000	Y	9-12	Intro to Digital Technology	AP Computer Science Principles introduces you to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, you will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. AP Computer Science Principles is the second course in the Game Design pathway. *AP Computer Science Principles can be taken as a stand-alone elective.
Game Design					
Game Design: Animation & Simulation *this is the 3 rd course for Game Design	11.4290000	Y	10-12	Intro to Digital Technology & AP CS Principles OR AP Computer Science	Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Next, level design, storytelling, and animation are added to develop a virtual world around the characters. These same techniques are at work in training simulator systems, virtual shopping experiences, augmented reality, and a number of other important career options. Schools offering this program can provide a foundation of traditional drawing, illustration, and art courses to make way for the 2D and 3D animation, storytelling, character development, audio, and game technology.

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Engineering and Technology					
Foundations of Engineering & Technology	21.4250000	Y	9-12	None	Robotics and manufacturing, computer numerical control, automation, research and computer-aided design, advertising and presentation, radio-audio communication, laser and fiber optics, flight and space, solar energy, electricity and electronics, transportation, simple machines, and pneumatics/hydraulics. First course in Engineering & Technology Pathway.
Engineering Concepts	21.4710000	Y	10-12	Foundations of Engineering & Technology	Technological concepts, process and systems, problem- solving, safety, teamwork, equipment, analysis and evaluation, and career opportunities. Second course in Engineering & Technology Pathway.
Engineering Applications	21.4720000	Y	11-12	Engineering Concepts	Engineering concepts, process and systems, problem solving, safety, teamwork, equipment, analysis and evaluation, and career opportunities. Third course in Engineering & Technology Pathway.
Audio-Video Technology & Film I & II					
Audio & Video Technology & Film I	10.5181000	Y	9-12	None	This course is 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 in subsequent courses.

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Audio & Video Technology & Film II	10.5191000	Y	10-12	Audio & Video Technology & Film I	This year-long 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 & Film III	10.5201000	Y	10-12	Audio & Video Technology Film II	The last class of the pathway for AVT 1 - is geared towards careers in which students may be able to pursue. Students will manage a student-led broadcast and work, both individually and cooperatively on a variety of projects. You will cover: film making, career opportunities, professional ethics, copyright.
Broadcast Video Production Application	10.5141000	Y	11-12	Audio & Video Technology Film II	The last class of the pathway for AVT II - Broadcast Video Production Applications is designed to facilitate student-led projects under the guidance of the instructor, as well as provide opportunities for students to master skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Students work cooperatively and independently in all phases of production. Topics include advanced camera techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume', references, and production samples.
Food and Nutrition					
Food, Nutrition & Wellness	20.4161000	Y	9-12	None	This is an essential course designed to introduce students to the field of nutrition and wellness including major trends, issues, employment opportunities, and career paths. Some units are: "Personal Wellness Plan", "Extreme Nutrition Makeover", "What's Growing in the Kitchen", "Get Your Body Moving!", "Beautiful Foods Around the World", and "Forecast for Your Future Wellness".

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Food for Life	20.4140000	Y	10-12	Food, Nutrition & Wellness	Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including old age. The most common nutritional concerns, their relationships to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level. Can be counted as fourth Science credit if the student is enrolled in the Food & Nutrition pathway.
Food Science	20.4181000	Y	10-12	Food, Nutrition & Wellness	Our everyday life is full of encounters with Food Science, which is the study of the relationship between food and the scientific world. This course is not only about the science of food, emerging technologies, basic chemistry concepts and nutrition, but also covers careers in Food Science. From the trivial—like what is the newest color of a candy—to matters of life and death – like hunger—research in food science leads to new discoveries every day. Take this course as part of the Food and Nutrition Pathway and you can earn your fourth science credit.
Law Enforcement Services					
Introduction to Law, Public Safety, Corrections & Security	43.4540000	Y	9-12	None	This course provides students with career-focused educational opportunities LPSCS fields. It examines the basic concepts of law related to citizens' rights and responsibilities. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training), basic firefighting, and civil and criminal law. First course in Law Enforcement Services/Forensics Pathway.
Criminal Justice Essentials	43.4510000	Y	10-12	Introduction to Law, Public Safety, Corrections, and Security	An overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. This course is offered in alternate years with Forensics. Second or third course in Law Enforcement Services/Forensics Pathway.

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Forensic Science & Criminal Investigation	43.4520000	Y	10-12	Intro to Law, Public Safety, Corrections & Security (ILPSCS)	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 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. Most of this course is lab based, students will have practical experiences in the analysis and identification of different types of evidence commonly found at crime scenes.
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JROTC - ARMY

JROTC I	28.0310000	Y	9-11	None	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.
JROTC II	28.0320000	Y	10-12		
JROTC III	28.0330000	Y	10-12		
JROTC VI	28.0340000	Y	10-12		

Work Based Learning

Work-Based Learning/OFF CAMPUS (2-hour)		Y	11-12	Application only. Apply during registration.	2- hour work experience with associated curriculum. Application must be completed to be approved for course. See Ms. Robinson for the application. The application must be submitted by the DUE DATE ON THE APPLICATIONS. THIS IS A YEAR-LONG COURSE.
Work-Based Learning/OFF CAMPUS (1-hour)		Y	11-12	Application only. Apply during registration	1- hour work experience with associated curriculum. Application must be completed to be approved for course. See Ms. Robinson for the application. The

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					application must be submitted by the last date for schedule requests. THIS IS A YEAR-LONG COURSE.
TA (Teacher Assistant) Work-Based Learning (1-hour)		Y	11-12	Application only. Apply during registration.	1- hour work experience as a Teaching Assistant with associated curriculum. Application must be completed to be approved for course. See for the application. The application must be submitted by the last date for schedule requests. THIS IS A YEAR-LONG COURSE. <i>Previous AP Course required to be a TA</i>
Tech Work-Based Learning (1-hour)		Y	11-12	Application only. Apply during registration	1- hour work experience as a Teaching Assistant with associated curriculum. Application must be completed to be approved for course. See Mrs. Robinson in I-18for the application. The application must be submitted by the last date for schedule requests. THIS IS A YEAR-LONG COURSE. <i>Previous AP Course required to be a TA.</i>
Medical Internship Work-Based Learning (1-hour)	25.7114001 25.7124002	Y	12	Intro to Healthcare, Essentials of Therapeutic Services and either Surgery OR Sports Medicine & Application	1- hour internship experience in hospital, medical, dental, physical therapy, veterinary offices, etc. reinforces learning in the classroom. Additional training in subjects such as CPR/AED, Teen Work Safety, Blood borne Pathogens, and HIPAA. Fourth course in Sports Medicine and Surgical Technology Pathways and is listed as Work-Based Learning. Application must be completed to be approved for course. See Mrs. Robinson in I- 18 for the application. The application must be submitted by the last date for schedule requests. THIS IS A YEAR-LONG COURSE.
JROTC I JROTC II JROTC III JROTC VI	28.0310000 28.0320000 28.0330000 28.0340000	Y Y Y Y	9-11 10-12 10-12 10-12	None	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.

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Performing Arts					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Acting I	52.0610000	Y	9-12	None	This is a course for a student taking Acting for the 1st time. This is an introductory acting class for students interested in a yearlong acting course. Beginning actors will be exposed to several different performance styles and methods which will improve their performance skills. This course uses theatre to encourage cooperative learning, team work, organization, and leadership skills. Theatre's forte is in the emotional arena, where participants are able to not only express emotion in a safe environment, but more pertinently, able to learn how to calibrate their emotional responses to various stimuli. The class allows all students the opportunity to perform on a regular basis. After-school rehearsal time may be required.
Acting II	52.0620000	Y	10-12	Acting 1	This is a course for a student taking Acting for the 2nd time. This course delves further into the techniques of acting through the introduction of particular schools of thought associated with the control of voice and movement for effective character development. Using these techniques, the student then explores the style of realism and examines the artists associated with that movement and their methods of instruction. Through this framework the students begin to master specific period styles through research and implementation of the restrictions and demands found in a specific style. The course culminates in a peer reviewed performance which offers the opportunities to audition, build, and critique theatrical productions in the classroom setting. The course is designed for any student wishing to hone their acting skills in an effort to broaden the range possibilities for performance. After-school rehearsal time may be required.
Advanced Drama I Advanced Drama II Advanced Drama III	52.0510000 52.0520000 52.0530000	Y	9-12	Audition	1- This year long course focuses on the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected productions throughout the year, and will have an opportunity to participate in several types of artistic situations. Students will be required to take part in productions generated by the class, including performance competitions outside of class. Students should be advised that rehearsals may be required after school hours as a part of this course. 2- This year long course is an intermediate study of the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected productions throughout the year, and will have an opportunity to participate in several types of artistic situations. Students will be required to take part in productions generated by the class, including performance competitions outside of class. Students should be advised that rehearsals and performances may be required after school hours as a part of this course. 3- This year long course is an intermediate study of the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected productions throughout the year, and will have an opportunity to participate in several types of artistic situations. Students will be required to take part in

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					productions generated by the class, including performance competitions outside of class. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Int. Band I Int. Band II Int. Band III Int. Band IV	53.0371010 53.0372010 53.0373010 53.0374010	Y	9-12	Audition	Previous Director Recommendation, no audition required, All incoming 9th grade Band students should enroll in this class; placement auditions will be taking into consideration. Description: This yearlong course develops an awareness of music literature through performance and listening. Explore techniques of playing instruments, note reading, simple rhythm, and pitch discrimination. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Adv. Band I Adv. Band II Adv. Band III Adv. Band IV	53.0381010 53.0382010 53.0383010 53.0384010	Y	9-12	Teacher recommendation, placement is by audition only.	Description: This yearlong course is similar to Intermediate Band, but includes more complex rhythms, pitch discrimination through singing and playing, expression, and music vocabulary. Major wind band literature is studied and performed; advanced knowledge of instrumental technique and music vocabulary is a must. Course content expectations are high. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Mastery Band I,II, III, IV	53.0391000 53.0392000 53.0393000 53.0394000	Y	9-12	Teacher recommendation, placement is by audition only.	This yearlong course is similar to Advanced Band, but for the most advanced musicians; this is our top performance ensemble. Course requires very specific commitment to this ensemble. Major wind band literature is studied and performed; extensive knowledge of advanced instrumental technique and music vocabulary is a must. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Technical Theatre I Technical Theatre II Technical Theatre III Technical Theatre IV	52.0410000 52.0420000 52.0430000 52.0440000	Y	9-12	Audition	<p>1- This course is an introduction to the design and production process for theater. Students will gain practical experience in lighting, sound, set construction, makeup, costuming, & stage management. This course will explore the fundamentals of play production, encompassing a range of activities from designing to constructing scenery for school productions. Students gain hands-on experience by providing technical support for school productions.</p> <p>2-4 This course continues to advance the experience in lighting, sound, set construction, makeup, costuming, and stage management as well as exploring the fundamentals of play production, encompassing a range of activities from designing to constructing scenery for school productions. Students gain hands-on experience by providing technical support for school productions.</p>
Beginning Music Technology	53.0221000	Y	9-12	None	This course will introduce students to the concepts of music technology, and its use in current music production methods. Students will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments. Music Technology students will also compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems.

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Beginning Keyboarding (Piano Lab I)	53.0941001	S	9-12	None	The course introduces basic piano keyboard techniques. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, and creative aspects of music and appreciation of music. An individualized setting will be provided. This semester course is for beginning piano students. Students work individually at their own pace on electronic keyboards with headphones.
Beginning Keyboarding (Piano Lab II)	53.0942001	S	9-12	Beginning Keyboarding (Piano Lab I)	The course builds upon the basic piano keyboard techniques learned in Piano Lab I. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, and creative aspects of music and appreciation of music. Students must complete Piano Lab I before taking Piano Lab II.
Adv. Keyboarding Tech (Piano)	53.0961001	S	9-12	None	Designed for students who wish to develop basic skills or expand their existing skills, this semester-long class will cover the basics of finger technique, chord theory, and music reading for beginning students while providing more advanced students an opportunity to develop sight reading skills, practice accompanying other musicians, and work on their own music. Students will work both individually and in small groups and will perform their works for each other and in a recital at the end of the year. There will also be time spent in group instruction on music theory notation and basic theory.
Int. Orchestra I Int. Orchestra II Int. Orchestra III Int. Orchestra IV	53.0571000 53.0572000 53.0573000 53.0574000	Y	9-12	Audition Previous director recommendation, no audition required, ALL incoming 9th grade Orchestra students should enroll in this class; placement auditions will be taken into consideration.	This course provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. This course 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. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Adv. Orchestra I Adv. Orchestra II Adv. Orchestra III Adv. Orchestra IV	53.0581000 53.0582000 53.0583000 53.0584000	Y	9-12	Director Recommendation, placement is by audition only	This course provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. The objectives of the course for self-paced progress are organized through all four levels. It stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

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Mastery Orchestra I Mastery Orchestra II Mastery Orchestra III Mastery Orchestra IV	53.0591000 53.0592000 53.0593000 53.0594000	Y	9-12	Director Recommendation, placement is by audition only	<p>This course provides opportunities for mastery-level performers to increase performance skills and precision on orchestral stringed instruments. The course 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. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.</p>
Mastery Band I Mastery Band II Mastery Band III Mastery Band IV	53.0391000 53.0392000 53.0393000 53.0394000	Y	9-12	Advanced Band	<p>This course is an intensive study of advanced wind techniques. Some after school rehearsals and several performances will be required. Students will be auditioned and placed in the most suitable class based on student ability and instrumentation. After school rehearsals will be required. Wind Ensemble will perform several required concerts during the year. Students will be auditioned and placed in the most suitable class based on student ability and instrumentation. They will involve all major scales, sight-reading, and the GMEA Jr. High All-State Etudes.</p>
Int. Woman's Chorus I Int. Woman's Chorus II Int. Woman's Chorus III Int. Woman's Chorus IV	54.0251000 54.0252000 54.0253000 54.0254000	Y	9-12	Audition	<p>This yearlong course provides opportunities for beginning and intermediate-level Treble voice performers to increase performance skills and knowledge in choral singing while developing an awareness of music literature through performance and listening. Explore vocal technique, musical score reading, simple theory concepts, as well as historical and cultural contributions and influences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.</p>
Adv. Woman's Chorus I Adv. Woman's Chorus II Adv. Woman's Chorus III Adv. Woman's Chorus IV	54.0261000 54.0262000 54.0263000 54.0264000	Y	9 Teacher Recs 10-12	Audition	<p>This yearlong course provides opportunities for intermediate and advanced-level performers of all voice parts to increase performance skills and knowledge in choral singing while developing an awareness of music literature through performance and listening. Explore more advanced vocal technique, musical score reading, intermediate level theory concepts, as well as historical and cultural contributions and influences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.</p>
Master Women's Chorus I Master W. Chorus II Master W. Chorus III Master W. Chorus IV	54.0265000 54.0266000 54.0267000 54.0268000	Y	9-12	Audition	<p>Placement by Audition Only (March 2020 contact Ms. Burney BurneyC@fultonschools.org Description: This is our award winning top performance ensemble. This yearlong course provides opportunities for advanced-level female performers to increase performance skills and knowledge in choral singing while developing an awareness of music literature through performance and listening. Explore more extensive vocal technique, advanced level musical score reading, advanced level theory concepts, as well as historical and cultural contributions and influences. Mastery Women's Chorus requires extreme commitment to this ensemble and stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.</p>

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AP Music Theory	53.0230000	Y	10-12	Teacher Recommendation	The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.
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Visual Arts

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Intro to Art	50.0211001	S	9-12	None	This semester long introductory course establishes a standard and consistent foundation in the discipline of visual art. Students will be introduced to all aspects of visual art including but not limited to art as personal communication, drawing, sculpture, ceramics, design, aesthetics, careers, art criticism and art history. There are no required prerequisites for this course.
Ceramics I	50.0411001	S	9-12	Intro to Art	This semester long course in ceramics covers the three basic methods of hand building. Students will produce ceramic artwork using pinch, slab, and coil techniques. Students will learn the basic vocabulary of ceramics as well methods of surface treatment, firing, and other related aspects. Ceramic history, aesthetics, and art criticism will be incorporated throughout the course.
Ceramics II	50.0412001	S	9-12	Ceramics I	This semester long course provides in-depth work with clay beyond that of Ceramics 1. Students will further technical ability in hand building, surface decoration, and/or wheel-thrown ceramics. Glaze chemistry will be addressed with an emphasis on how a glaze works and how to alter results. Alternative firing techniques will introduce students to various surface effects and firing atmospheres. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice. Students will continue to investigate ceramics from around the world and throughout time.
Drawing I	50.0311001	S	9-12	Intro to Art	This semester length course instructs students in fundamental drawing skills and prepares a foundational understanding in the academic process of drawing. Course work builds upon drawing skills introduced in Introduction to Art/Art Fundamentals. Drawing approaches include variations in contour, value to model form, color value to model form, gesture, and perspective; students work with drawing media such as pencil, charcoal, conte, oil pastels and pen. Art history, criticism and aesthetics are incorporated with studio production of artworks.
Drawing II	50.0312001	S	10-12	Intro to Art, Drawing I	This semester long course continues to develop drawing skills toward mastery in a variety of drawing applications building understanding of anatomy and portraiture. The course includes studies in color sensitivity and a wide range of media and techniques. Students begin working on creating a unique artistic style and developing a portfolio.

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Drawing III	50.0303001	S	10-12	Introduction to Art, Drawing I, Drawing II	This semester long course continues to develop an expanded array of drawing moving into painting skills. The course includes studies in color sensitivity and a wide range of wet & dry media techniques. Students begin working on creating a unique artistic style and developing a portfolio. <i>This is considered a Pre-AP Drawing class.</i>
Drawing IV	50.0304001	S	11-12	Introduction to Art, Drawing I, Drawing II, Drawing III	This semester long course builds upon previous drawing and painting skills in tandem with developing personal voice. The course continues to support growth and mastery in a variety of wet and dry media techniques and styles. Students continue developing a comprehensive portfolio. <i>This is considered a Pre-AP Drawing class.</i>
Photo Design I	50.0711001	S	9-12	Intro to Art	This semester long course is an introduction to black and white photography and darkroom processing. Students will construct their own pinhole camera, take photos, and develop photos in the darkroom creating a photographic portfolio as they learn the technical and artistic aspects of photography. Photo history, critiques of photos, aesthetics and design will be addressed throughout the semester. Students will have assignments to make photos at home and keep a visual journal. Students will provide their own light sensitive paper which can be purchased in bulk for a discount.
Photo Design II	50.0712001	S	9-12	Introduction to Art and Photo Design I	Is a semester long course that builds on basic skills and darkroom techniques learned in Photo Design I. Students hone skills in communicating meaning through photography. They learn to use a 35mm camera, they develop and print images from black and white film and refine their darkroom and printing techniques. The course incorporates aesthetics, art criticism, art history and an introduction to digital photography. It is encouraged for students to have their own 35mm Manual Camera for the course. This course is <u>very Technical</u> and has a steep learning curve as students learn how to use the 35mm camera, how to develop the negatives, how to enlarge negatives into positives, and presentation of their final images.
Photo Design III	50.0713001	S	10-12	Introduction to Art, Photo Design I, and Photo Design II	Is a semester long course that hones skills in communicating meaning through photography. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio. Students will be asked to make selected photographs at home and to keep a visual journal. Students will provide their own film and light sensitive paper which can be purchased in bulk for a discount. All artwork created in this class becomes the property of the student. <i>This is considered a Pre- AP Photo class.</i>
Photo Design IV	50.714001	S	11-12	Introduction to Art, Photo Design I, Photo Design II, and Photo Design III	Is an advanced semester long course that hones skills in communicating meaning through photography. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio. Students will create a portfolio of prints in the form of a concentration. Students will be asked to make selected photographs at home and to keep a visual journal. Students will provide their own film and light sensitive paper which can be purchased in bulk for a discount. All artwork created in this class becomes the property of the student. <i>This is considered a Pre-AP Photo class.</i>
Art History	50.0911001	S	9-12	None	Art History I is the study of paintings, sculpture, architecture, and various minor art forms from the Paleolithic to the Late International Gothic eras. Aesthetics and art criticism will be incorporated into the course.

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Art History II	50.0912001	S	9-12	Art History 1 is suggested	Art History II is the study of painting, sculpture, architecture, and various minor art forms from the Early Renaissance to Contemporary eras. Aesthetics and art criticism are incorporated into the course.												
AP Art			10-12	At least three art classes, including Introduction to Art	<p>The AP Art Program consists of three different portfolios: 2-D Design, 3-D Design and Drawing corresponding to the most common college foundation courses. Students may choose to submit any, or all, of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios.</p> <table border="1"> <thead> <tr> <th>Course Name</th> <th>Course Number</th> <th>Term</th> </tr> </thead> <tbody> <tr> <td>AP Drawing</td> <td>50.0811000</td> <td>Year</td> </tr> <tr> <td>AP 2D Art and Design</td> <td>50.0813000</td> <td>Year</td> </tr> <tr> <td>AP 3D Art and Design</td> <td>50.0814000</td> <td>Year</td> </tr> </tbody> </table> <p>(Application Required) Description: The AP Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The course places an emphasis on art through research and refinement of ideas presented in a visual format. AP Art has a written component of the exam with candidates submitting a portfolio of work for evaluation in early May.</p>	Course Name	Course Number	Term	AP Drawing	50.0811000	Year	AP 2D Art and Design	50.0813000	Year	AP 3D Art and Design	50.0814000	Year
Course Name	Course Number	Term															
AP Drawing	50.0811000	Year															
AP 2D Art and Design	50.0813000	Year															
AP 3D Art and Design	50.0814000	Year															
AP Art History	50.0921000	Y	11-12	Teacher Recommendation	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.												
AP Drawing Portfolio	50.0811000	Y	11-12	Intro to Art, Drawing & Painting II, Teacher Recommendation	This is a year-long course for juniors and seniors. The course allows students to pursue college credit while still in high school by submitting a portfolio for evaluation by the College Board. Plans to pursue art beyond high school are not required. However, students should have the desire to excel in visual art and to master long-term goals. Students in these courses have opportunities to build portfolios for college admission and participate regionally and nationally in exhibitions and scholarship competitions.												
AP 2D Portfolio	50.0813000	Y	11-12	Intro to Art, Drawing and Painting II, Graphics I and/or Digital Design, Teacher Recommendation	This is a year-long course for juniors and seniors. The course allows students to pursue college credit while still in high school by submitting a portfolio for evaluation by the College Board. Plans to pursue art beyond high school are not required. However, students should have the desire to excel in visual art and to master long-term goals. Students in these courses have opportunities to build portfolios for college admission and participate regionally and nationally in exhibitions and scholarship competitions.												

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AP 3D Portfolio	50.0814000	Y	11-12	Intro to Art, Sculpture II and/or Ceramics II, Teacher Recommendation	This is a year-long course for juniors and seniors. The courses allow students to pursue college credit while still in high school by submitting a portfolio for evaluation by the College Board. Plans to pursue beyond high school is not required. However, students should have the desire to excel in visual art and to master long-term goals. Students in these courses have opportunities to build portfolios for college admission and participate regionally and nationally in exhibitions and scholarship competitions.
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Health & Physical Education

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Course Description
General Health <i>(Required course for graduation)</i>	17.0110001	S	9-12	None	Wellness concepts, human sexuality, State ADAP requirements, CPR training, first aid procedures, safety practices, and responsibility for health decisions are all discussed. Course is required to graduate high school.
Personal Fitness <i>(Required course for graduation)</i>	36.0510001	S	9-12	None	This course helps students develop a physical fitness program. Students are introduced to the concepts of stress management, weight training and conditioning, and proper nutrition. Progress toward individual fitness goals is measured throughout the semester. This course is required to graduate high school, unless an approved Personal Fitness waiver is on file. <i>*Some students who meet certain criteria may have the option to waive out of this course required by the Georgia Department of Education. See Coach Burch (D18), Colonel Nepute (B11) or Mr. Reid (F46) for more information.</i>
Intro to Rec. Games	36.0270001	S	9-12	None	Weight training and conditioning introduces correct lifting form, emphasizes safety practices, and presents a variety of exercises. Individual weight training programs are designed and followed throughout the course.
Outdoor Education	36.0250001	S	12	None	An introduction to various aspects of outdoor education including backpacking, camping, conservation, angling, archery, initiatives/trust/team building, adventure activities, orienteering and safety are what students may expect from this course. There is a minimal financial obligation for this class.
Weight Training	36.0540001	S	9-12	None	Weight training and conditioning introduces correct lifting form, emphasizes safety practices, and presents a variety of exercises. Individual weight training programs are designed and followed throughout the course.
*NEW Team Sports	36.0210001	S	9-12	None	Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.
Body Sculpting (Football only)	36.0560001	S	9-12	None	Provides methods to redefine body shape through specific exercises. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs, this course covers weight training, conditioning exercises, and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, and overall condition of the body and energy levels.
Adv. Body Sculpting	36.0660001	S	10-12	Body Sculpting	Provides additional opportunities to redefine body shape through specific exercises. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs, this course covers weight training, conditioning exercises, and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, and overall condition of the body and energy levels.

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Talented & Gifted					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Directed Study Directed Study	70.2320001 70.2320002	S1 S2	10-12	Application Required - Approval by Mrs. Rosner in E-29	The course is designed for TAG students who have already demonstrated the skills needed for independent learning. It will provide the opportunity for independent investigation in a subject or interest, development of research techniques, and the practice of higher-level thinking skills. Student and teacher will write a curriculum contract that lists goals, objectives, and requirements.
First Gifted Career Int. Gifted Career Int.	70.2210001 70.2210002	S1 S2	11-12 11-12	Completion of "Hire Me" seminar - Approval by TAG teacher.	The Gifted Internship Program is designed to provide TAG students the opportunity to explore potential career interest by working with professionals in the community. Students will leave the school for one or two periods a day. The Internship will count as either one or two of their regular courses during the semester. Academic credit and letter grade is earned.
Social Impact Project I Social Impact Project II	70.0410001 70.0410002	S1 S2	9-12 9-12	Application Required - Approval by Mrs. Rosner in E-29.	Are you ready to make a positive impact on your school and/or community? At Centennial, we believe that high school students have the power to change the world. Our Social Impact Project class provides students with the support, time and resources they need to do just that. In this semester long class (students can take the class both semesters if they would like to work on a year-long project) students will work on finding their passion, and then participate in workshops designed to teach the skills necessary to launch social impact projects, awareness campaigns, and nonprofit organizations. These workshops, taught by industry and nonprofit experts, teach the students skills such as budgeting, event planning, networking, grant-writing, and more. This is a hybrid class combining in class curriculum and assignments with time to leave campus during class to work in the community developing ideas and impact projects.

The TAG Program has numerous participation options for gifted students including seminars, individual projects, TAG Directed Study, TAG Career Internships, and Advanced Placement courses.

Course Name: Gifted Participation	Course Number
9 th	70.2330008
10 th	70.2330009
11 th	70.2340008
12 th	70.2340009

Prerequisites: Enrollment in TAG program

Description: Students will receive Gifted Participation if they participate and complete one of the following TAG services:

- Certain Honors Courses
- AP Class or GT Math or College English
- Directed Studies
- Internship
- Directed Study

Student must participate and complete at least one of the services during one semester each year to receive the course on their transcript.

Course Name: TAG Directed Study (11th – 12th grade)

First Year Directed Study	Second Year Directed Study
70.2320000- Yearlong	70.2330000- Yearlong
70.2320001- Fall Semester	70.2330001- Fall Semester
70.2320002- Spring Semester	70.2330002- Spring Semester

Prerequisites: (Application & Interview) Application can be obtained in the TAG office and must be approved by the TAG teacher coordinating directed studies. Directed Studies may be taken in all academic areas. Student and teacher will write a curriculum contract that lists goals, objectives, and requirements. Students must have a signed Directed Study sheet.

Description: The Gifted Directed Study, an elective course for gifted students, provides for carefully designed research experiences for individual

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TAG students under the supervision of a TAG teacher. The course is designed to encourage the development of the whole student as a researcher and problem solver. In collaboration with a TAG teacher, the student defines and schedules the directed study by contract. The majority of contract objectives are derived from the analysis, synthesis, and evaluation levels of Bloom's Taxonomy, and the processes employed include the major elements of Treffinger's creative problem solving techniques.

Course Name: TAG Career Internship (11th – 12th grade)

First Year Internship 70.2210000- Yearlong 70.2210001- Fall Semester 70.2210002- Spring Semester	Second Year Internship 70.2220000- Yearlong 70.2220001- Fall Semester 70.2220002- Spring Semester
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Prerequisites: Approval of TAG teacher and completion of the seminar "Hire Me!"

Description: The TAG Career Internship Advisor will match students with professionals in a career area of interest. While selecting an internship site for a student, TAG Career Internship Advisors must take into consideration availability of sites, the qualifications of individual students, the drive radius of individual students, and the needs of all students in the program. By participating during one or two class periods, students will engage in professional occupational experiences for elective credit on a non- paid basis.

International Baccalaureate (IB)

Applications are required to take IB courses.

See Dr. Prewitt for more information

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
FINE ARTS					
IB Visual Arts HL Y1	50.0440010	Y	11-12	Application and Teacher Recommendation	The IB Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The IB Music course encourages students to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. The course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.
IB Visual Arts HL Y2	50.0450010	Y	11-12		
IB Music SL Y1	53.2290000	Y	11-12		
IB Music SL Y2	53.2290000	Y	11-12		
LANGUAGE ARTS					
IB TOK ELA Y1	23.0390000	Y	11-12	Application and Teacher Recommendation	Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.
IB TOK ELA Y2	23.0400000	Y	11-12		

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IB Eng A Lang & Lit HL Y1 IB Eng A Lang & Lit HL Y2	23.0730010 23.0731010	Y Y	11-12 11-12	Application and Teacher Recommendation	In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.
MATH					
IB Math: Analysis & Approaches SL Y1 IB Math: Analysis & Approaches SL Y2	27.0612000 27.0613000	Y Y	11-12 11-12	Application and Teacher Recommendation	This course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form & structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are encouraged to apply their mathematical knowledge to solve abstract problems, as well as those set in a variety of meaningful contexts.
SCIENCE					
IB PHYSICS HL Y1 IB PHYSICS HL Y2 <i>TBA</i> <i>IB Chemistry SL</i> <i>IB Environmental Science HL</i>	40.0850010 40.2860010	Y Y	11-12	Application and Teacher Recommendation	This course allows students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right. The IB Physics HL course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. This course accommodates students who wish to study physics as their major subject in higher education and those who do not.
MODERN LANGUAGES					
IB SPANISH SL Y1 IB SPANISH SL Y2 IB FRENCH SL Y1 IB FRENCH SL Y2	60.0713000 60.0716000 60.0113000	Y Y Y	11-12	Application and Teacher Recommendation	This advanced level IB Spanish course focuses on the mastery of the four language skills of understanding, speaking, reading and writing. This is a 2-year course. The themes are identities, experiences, social organization, human ingenuity, and sharing the planet. The IB external evaluations will occur second semester and the internal will be taken as part of the semester 1 final exam.

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					The advanced level IB French course focuses on the mastery of the four language skills of understanding, speaking, reading and writing. This is a 2-year course. The themes are identities, experiences, social organization, human ingenuity, and sharing the planet. The IB exams will occur the last semester of the 2 nd year.
SOCIAL SCIENCES					
IB HIST OF AMER HL Y1 IB HIST OF AMER HL Y2 (HOTA) IB Global Politics SL Y1 <i>TBA</i> <i>IB Economics SL</i>	45.0870010 45.0893010	Y Y	11-12 11-12	Application and Teacher Recommendation	<p>This course (HOTA) is a world history course based on a comparative and multiperspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.</p> <p>The Global Politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.</p>

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Home of the Knights!

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