COURSE CATALOG

Mark Joyner, Principal

Raft Ingram, AP of Instruction

Chana Jackson, AP of Attendance & Discipline

Anitra Darden, AP of Attendance & Discipline

Larrando Alexander, AP of Testing

1798 Haygood Drive NE

Atlanta, GA 30307

678-874-6302

Website: http://www.druidhillshs.dekalb.k12.ga.us/

Counseling Website: https://dhhscounseling.wixsite.com/mysite

Druid Hills Counseling Department

The Druid Hills Counseling Department aims to provide a comprehensive school counseling program that supports students' academic, career, and social emotional development.

Counselors:

Ms. Robinson, last names A-Ce hanna_robinson@dekalbschoolsga.org

Ms. Brown, last name Cf-Jn carla_brown@dekalbschoolsga.org

Ms. Wesley, last names Jo-Pq robin_j_wesley@dekalbschoolsga.org

Ms. White, last names Pr-Z white_takiedra@dekalbschoolsga.org

Ms. Vicki, counseling admin vicki_g_woodward@dekalbschoolsga.org

Ms. Swanson, registrar michelle_j_swanson@dekalbschoolsga.org

How can I see my counselor?

Students are able to see their counselor as needed with a pass from their teacher or by emailing their counselor to set up an appointment. If the student's counselor is not available, there is always a counselor on call for students in social or emotional distress. For academic or non-emergent meetings, students will complete a "Let's Talk" pass for the counselor to call for them once available.

How can I contact my counselor?

The preferred method of contact is by email. Students can also complete a Let's Talk pass with Ms. Vicki at the counseling desk.

I'm a parent, how do I meet with my child's counselor?

Parent appointments are available by request. Please email or call the counselor of record to request an appointment time.

Grade and Reporting Policy

Students receive reports cards at the end of each semester. Numerical grades are awarded. The grading scale in DeKalb County is as follows:

A	90-100
B	80- 89
C	71- 79
D	70
F	Below 70

Grade Point Averages

The DeKalb County School District (DCSD) computes Grade Point Averages on a 4.0 scale. AP, Dual Enrollment, and IB Diploma Programme courses are computed on a 5.0 scale.

4.0 Scale	5.0 Scale (weighted GPA)
A = 4	A = 5
B = 3	B = 4
C = 2	C = 2
D = 1	D = 1
F = 0	F = 0

[Calculating your GPA]

Graduation Requirements:

- **Dekalb County Program of Study**
- **DHHS Course Checklist**

A minimum of 24 units in grades nine through twelve, twelve of which must be from a core subject, must be completed satisfactorily in order to meet the requirements for graduation. Students will also take an end-of-course assessment in the following courses:

- English Language Arts
  - Ninth Grade Literature and Composition
  - American Literature and Composition
- Mathematics
  - Coordinate Algebra
  - Analytic Geometry
- Science
  - Biology
  - Physical Science
- Social Studies
  - United States History
  - Principles of Economics

The end-of-course milestone exams are administered at the completion of the course, regardless of the grade level. These measures serve as the final exam for the course, and contribute 20% to the student's final course grade. In order to receive credit for a course with an EOC assessment, the final grade, with the EOC assessment score included, must be a 70 or higher.

For the grade reporting calendar and Dekalb County testing dates please visit the counseling website high school 101 page > high school information.

Promotion Requirements:

Freshman	0-5 credits
Sophomore	6 credits / 3 core
Junior	12 credits / 6 core
Senior	18 credits / 9 core
Graduation	24 credits / 12 core

*Core Classes include Math, Science, Social Studies, Language Arts, and Foreign Language

Programs and Opportunities – To see information about all programs and their application process please visit the counseling website > high school 101 page > programs and opportunities

Upward Bound College Prep Program (9th & 10th)

Dual Enrollment (9th-12th)

IB Program (11th& 12th)

Dekalb Technology North at Cross Keys (11th & 12th)

Fernbank Science Center – Advanced Studies

Work Based Learning (11th & 12th)

English Language Arts

Graduation Requirement:

- Lit/Comp 9
- World Lit/Comp
- American Literature or AP Language, or IB Literature, or Dual Enrollment
- British Literature or AP Literature or IB Literature, or Dual Enrollment

English Language Arts Course Descriptions:

Literature/Composition 9th (ESOL, College Prep, Interrelated)

This course, designed for ninth grade students, surveys world literature in the areas of poetry and prose. It is focused on the study, analysis, and comparison of literature and the composition (writing) process. In this class, each student will become more proficient in the use and comprehension of the English language. The student will read, write, speak, listen, act, and create within the positive atmosphere of a classroom "community."

Accelerated Literature/Composition 9th

This course, designed for ninth grade students, surveys world literature in the areas of poetry and prose. It is focused on the study, analysis, and comparison of literature and the composition (writing) process. In this class, each student will become more proficient in the use and comprehension of the English language. The student will read, write, speak, listen, act, and create within the positive atmosphere of a classroom "community."

World Literature/Composition 10th

This literature-based, integrated course is designed for heterogeneously grouped students to develop organization and communication skills used in composition. Students organize, develop, and arrange ideas and information for a variety of purposes and audiences. Composition skills are further developed through guided writing (formal essays, and documented report papers) and technology. Also the teacher will integrate grammar, usage, and conventions based on students' compositions. The course includes comprehension and analysis of world literature including poetry, fables, mythology, short stories, and drama. Standardized test preparation (GA Writing Assessment) and development are essential parts of this course.

Accelerated World Literature/Composition 10th

Accelerated World Literature 10 is designed for the able and ambitious student reading on or above grade level. Through study of diverse genres, students will develop critical thinking skills and become proficient in literary analysis. Speaking, writing, debate, test preparation, etymology, morphology, and vocabulary are target areas of this course.

American Literature/Composition 11th (ESOL, College Prep, Interrelated)

This is a course in which literature is surveyed, designed especially for eleventh grade students. The course covers the study, analysis and comparison of American Literature. In addition, this class will sharpen

students' reading and writing skills. We will review and recall the necessary skills needed to pass the Georgia High School Writing Test, Graduation Test, and the SAT. Students will be provided with the opportunity to gain experience in reading, writing, speaking, and critical thinking while studying a range of literary works.

Objectives:

This course will help students build skills and increase knowledge in the following areas: Literature— Students will read, discuss, and write about literature and the literary works read inside and outside of class. Writing— Students will work to improve their writing skills (content/organization, style, conventions, and sentence formation) through a variety of activities. Speaking/Listening— Students will present ideas and information verbally and participate in individual and group presentations. Reading— Students will work to increase their reading comprehension through journal and letter writing. Language— Students will review grammar as necessary. Students will also work to expand their vocabulary in preparation for the SAT. Research— Students will use different research techniques to formulate and support a thesis on a chosen topic.

British Literature 12th (ESOL, College Prep, Interrelated)

This course, designed for twelfth grade students, will survey British Literature in the areas of poetry and prose. It is focused on the study, analysis, and comparison of British literature. In this class, each student will become more proficient in the use and comprehension of the English language. The student will read, write, speak, listen, act, and create within the positive atmosphere of a classroom "community."

AP Language and Composition (11th Grade)

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. AP English Language and Composition course will highlight research skills that will help align the AP course with first-year courses in college composition. The informed use of research materials and the ability to synthesize varied sources (to evaluate, cite, and utilize source material) are integral parts of this course. Prerequisite: 85+ in 10th Grade Literature and Composition Honors or 85+ in 10th Grade Literature and Composition with Language Arts teacher recommendation.

AP Literature and Composition 12th Grade

This course is designed for seniors who have previously demonstrated proficiency in reading and writing. Students gain exposure to college-level rigor and accountability. The course includes intensive study of works from various genres and challenges students to contemplate various genres of literature through expository, argumentative and analytical writing and discourse. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. This course module must be taught in the 12th grade and is recommended as a designated substitute British Literature or Advanced Composition. Prerequisite: 85+ in American Literature and Composition or AP Literature & Composition with Language Arts teacher recommendation.

IB English Literature, Year 1 High Level (11th grade)

IB Literature HL is a rigorous, two-year course for juniors and seniors that is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meaning in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural, and workplace contexts that produce and value them. Responding to and producing texts promotes an understanding of how language sustains or challenges ways of thinking and being. The study of literature enables an exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, IB Literature HL encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works from various cultures and time periods are studied in their literary and cultural contexts through close study of individual texts and passages and by considering a range of critical approaches. The response to this study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

IB English Literature, Year 2 High Level (12th grade)

IB Literature HL is a rigorous, two-year course for juniors and seniors which is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meaning in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural, and workplace contexts that produce and value them. Responding to and producing texts promotes an understanding of how language sustains or challenges ways of thinking and being. The study of literature enables an exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, IB Literature HL encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works from various cultures and time periods are studied in their literary and cultural contexts through close study of individual texts and passages and by considering a range of critical approaches. The response to this study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

ELA Elective Course Descriptions (Humanities Credit):

Writer's Workshop

Creative Writing is designed for the highly motivated, capable writer, and it aims to challenge students not only to be creatively productive, but to cultivate and channel that creativity with discipline. This course provides opportunities to improve writing proficiency with emphasis on fluency, control, and style by emphasizing writing as a process. Instruction focuses on grammar, mechanics usage, and imaginative expression by offering students opportunities for independent writing assignments that examine narrative, descriptive, persuasive, and expository modes of discourse.

Speech/Forensics

This course is a detailed study of forensic speaking including extemporaneous speaking, oration, and interpretation of literature, and debate. There is an emphasis on understanding various forensic speaking

formats and the importance of applying reasoning, research and delivery skills. Critical thinking is a major component of this course.

Journalism/Newspaper I-IV

Course Description and Goals: Tailored to both beginning and more experienced student journalists, this course invites students to explore, through hands-on participation, all aspects of the production and management of a campus newspaper. The Spotlight of Druid Hills High

School is the oldest newspaper in DeKalb County, and what's particularly impressive is that its production is almost entirely student-generated. You, the Spotlight staff member, will keep this paper running. This should be both exciting and challenging for you as a student, as you have tremendous opportunities and obligations ahead of you!

Because the Spotlight staff is carefully selected through teacher referrals and competitive applications, students accepted into the course are held to high standards. All Spotlight staff members are expected to be driven, capable, trustworthy self-starters who will seek out and accept a wide range of staff duties. Students must be able and willing to handle multiple responsibilities, to complete tasks efficiently, and to work independently as well as collaboratively, cooperating with peers, teachers, and administrators. Ultimately, the goal of this course is to produce a great paper that reflects the student body, draws in readers, is eye-catching and interesting, and is always pushing toward higher and higher standards for student journalism. And that's your ultimate responsibility. Being a Spotlight staff member means that you as a student commit yourself, throughout the course, to strive for journalistic excellence. This means that you embrace staff duties and conduct them diligently and respectfully, always with this ambitious vision in mind. The course's goals for your learning aim to help you achieve this vision.

Journalism/Yearbook I-IV

(Application and or Interview Required)

Course Description: SAGA is a class designed for the publication of the yearbook. Students will work together taking pictures, writing captions, writing copy, and designing layouts. Simply put, you are about to create a piece of history for our high school.

Students will learn:

- how to produce a yearbook to use PageMaker 7.0
- how to take pictures and write captions to work on layout design
- about their community by selling business and grad ads
- using a portfolio students will be able to see and track their progress throughout the semester

Reading Enrichment

This course is designed for 9th graders who need more intensive assistance in mastering reading and language arts skills. The course is an elective taken in addition to the 9th grade literature.

Math

Graduation Requirement:

Please see the GADOE Math Requirements as there are a variety of math tracks possible.

- Algebra
- Geometry
- Advanced Algebra or Precalculus
- 4th Math Option

Math Course Descriptions:

Foundations of Algebra (First time 9th graders only)

Foundations of Algebra will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school courses. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities. Foundations of Algebra will provide students with those skills needed to prepare students for success in Coordinate Algebra.
Available for first time 9th graders. Fall (one) semester course and must take Coordinate Algebra spring (one) semester.

Coordinate Algebra Support

Coordinate Algebra Support is designed to provide additional support to students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course is taught in conjunction with the Coordinate Algebra course, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. This course is an elective credit.

Coordinate Algebra

The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas - organized into units - 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. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Standards for Mathematical Practice apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of students' ability to make sense of problem situations.
Prerequisite: *8th Grade Mathematics or CCGPS Accelerated 7B/8*

Accelerated Coordinate Algebra/Analytic Geometry A

This course covers 1 ½ years of mathematics content. The fundamental purpose of Accelerated CCGPS Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, 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. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The next unit in the course ties together the algebraic and geometric ideas studied. 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 and rounds out the course. The Standards for Mathematical Practice apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
Prerequisite: *85+* in *Gifted* or *Advanced Grade 8 Mathematics* or *CCGPS Accelerated 7B/8* or *90+* in on-level *8th Grade Mathematics; 8th Grade Mathematics* teacher recommendation; and passing score on *Grade 8 CRCT* in Mathematics .

Analytic Geometry Support

Analytic Geometry Support is designed to provide additional support to students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course is taught in conjunction with the Analytic Geometry course, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. This course is an elective credit.

Analytic Geometry (Accelerated, ESOL, and Interrelated)

In this course, 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. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. The Standards for Mathematical Practice apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Accelerated Analytic Geometry B/Advanced Algebra

Prerequisite: *CCGPS Accelerated Coordinate Algebra/Analytic Geometry A*

This course covers 1 ½ years of mathematics content. 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 from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. They apply methods from probability and statistics 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. And, finally, students bring together all of their experience with functions

and geometry to create models and solve contextual problems. The Standards for Mathematical Practice apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Advanced Algebra Support

Advanced Algebra Support is designed to provide additional support to students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course is taught in conjunction with the Advanced Algebra course, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. This course is an elective credit.

Advanced Algebra

Prerequisite: *Analytic Geometry*

This is the third in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. It requires students to: 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.

Pre-Calculus (General and Accelerated)

Prerequisite: Successful completion of Coordinate Algebra and Analytic Geometry

This third or fourth year in the sequence of mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. It requires students to: investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; find areas of triangles using trigonometric relationships; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; use complex numbers in trigonometric form; understand and use vectors; use sequences and series; explore parametric representations of plane curves; explore polar equations; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.

Advanced Mathematical Decision Making

Prerequisite: *Advanced Algebra or Precalculus*

This is a course designed to follow the completion of Advanced Algebra. The course will give students real world mathematical experiences through conducting statistical studies, estimating large quantities, modeling of data, probability, financial decision making, and use network models for making informed decisions.

Calculus

Calculus is a fourth mathematics course option for students who have completed Pre-Calculus or Accelerated PreCalculus. The course includes problem solving, reasoning and estimation, functions, derivatives, application of the derivative, integrals, and application of the integra

Advanced Placement (AP) Calculus AB

Prerequisite: *85+ in Pre-Calculus or Accelerated Advanced Algebra with* recommendation of current Mathematics teacher.

This course follows the College Board syllabus for the Advanced Placement Calculus AB Examination. It includes properties of functions and graphs, limits and continuity, differential and integral calculus. This course is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include limits of functions, asymptotic and unbounded behavior, continuity, The Mean Value Theorem, Chain rule and implicit differentiation; Riemann sums, and the Fundamental Theorem of Calculus. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required.

Advanced Placement (AP) Calculus BC

Prerequisite: *Advanced Placement (AP) Calculus AB or Recommended grade of 90+ in Pre-Calculus or Accelerated Advanced Algebra* and recommendation of current Mathematics teacher.

This course follows the College Board syllabus for the Advanced Placement Calculus BC Examination. AP Calculus BC is a continuation of AP Calculus AB. This course is primarily concerned with developing students' understanding calculus concepts through exposure to its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally. The connections among these representations also are important. Topics include limits of functions, asymptotic and unbounded behavior, continuity, The Mean Value Theorem, Chain rule and implicit differentiation; Riemann sums, and the Fundamental Theorem of Calculus. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required.

Advanced Placement (AP) Statistics

This course follows the College Board syllabus for the Advanced Placement Statistics Examination. It offers four major themes: exploratory analysis, planning a study, probability, and statistical inference. Prerequisite: Recommended grade of 85+ in Pre-Calculus, Accelerated Advanced Algebra or grade of 93 in *Advanced Algebra* and recommendation of current Mathematics teacher.

IB Mathematical Studies

Math Studies is a 1 year (2 semesters) course and is for 12th grade IB Diploma Program students only. This course encourages the growth of math exploration and expertise in students with varied background and abilities. Compulsory topics include Numbers and Algebra, Sets and Logic, Geometry and Trigonometry, Statistics and Probability, Functions, Financial Mathematics, and Introductory Differential Calculus. The internal assessment involves the collection and/or generation of data, and the

analysis and evaluation of that data. Projects may take the form of mathematical modeling, investigations, applications, and statistical surveys. Prerequisites: successful completion of at least Advanced Algebra; and acceptance into the IB Diploma Program

IB Mathematics SL/HL

IB Mathematics is a 2-year course of study. The year 1 course is for 11th grade IB Diploma Program students and the year 2 course follows their 12th grade year. This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. The course focuses on introducing important mathematical concepts through the development of mathematical techniques is focused on Calculus and Statistics. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. Prerequisites: 85+ in Accelerated Geometry/Advanced Algebra OR 90+ in Advanced Algebra; teacher recommendation; and acceptance into the IB Diploma Program.

Science

Graduation Requirement:

- Biology
- Physics / Physical Science
- Chemistry or Environmental Science
- 4th Science Option

Science Course Descriptions:

Biology (Accelerated, College Prep, ESOL, Gifted and Interrelated)

The Biology curriculum is designed to continue student investigations of the life sciences and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and fieldwork using the processes of inquiry.

AP Biology

Conforms to the College Board topics for the Advanced Placement Biology Examination. Covers biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy and systematics, Monera, Protista, fungi, plants, animals, and ecology. This upper-level course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations. (College Board course description September 2007). Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. Prerequisite: Biology and Chemistry with an average grade of 85 or higher, and Teacher Recommendation

IB Biology (SL, HL) (3 semesters) (Prerequisites: Biology)

The IB Biology program has four basic biological concepts that run throughout the courses. These concepts are as follows: 1. structure and function, 2. universality versus diversity, 3. equilibrium within systems, and 4. evolution. These concepts serve as themes which unify the various topics that make up the three sections of the courses: the core, the additional higher level material, and the options. This course allows students to gain current knowledge of cell structure, function, and reproduction. This course also deals with heredity and environment as interacting influences in determining the makeup of individual organisms. The historical development of the chromosomal theory of inheritance presents some of the finest examples of scientific reasoning, leading to clarifying experiments. With mechanisms of inheritance defined on both the molecular and organismal levels, sources of variation and isolation

are identified and then used to support the explanation of the origin of the human species. We will also study anaerobic and aerobic respiration and begin our exploration into the mammalian body systems. We will also study the anatomy and physiology of the plant kingdom, as well as, the reproductive processes of angiosperms. Lastly, we will study population and community ecology, as well as, looking at a detailed study of the structure and importance of ecosystems.

IB Chemistry (SL, HL) (2 semesters) (Prerequisites: Chemistry, Algebra I, II)

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment. Students in this course should have successfully completed Accelerated Chemistry and also be a participant in the IB Diploma program. The course is based on the curriculum guides provided by the International Baccalaureate. Many colleges award credit for high scores on the exam. OBJECTIVES: The IB Chemistry course is designed to be the equivalent of the general chemistry course taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. This is a demanding academic course that will require a minimum of at least seven hours of unsupervised individual study per week. All students are expected to take the IB Chemistry exam in the spring. Students will keep a detailed lab notebook that documents all lab work for internal assessment.

Environmental Science (College Prep, ESOL, and Interrelated)

This course is designed to extend student investigations that began in grades K- 8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

AP Environmental Science

Conforms to the College Board topics for the Advanced Placement Environmental Science Examination. AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system,

(4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems Students are expected to take the Advanced Placement examination upon completion of this course. Summer

assignments are required. Prerequisite: Biology and Chemistry with a grade average of 85 or above and Teacher Recommendation

Human Anatomy & Physiology (College Prep and Interrelated)

In this fourth year science course, students will explore the anatomy and physiology of the human body. The study will begin with the basic structure of cells, and then progress to tissue and then the human systems. The students will learn clinical terminology, diseases and tests conducted for diagnostic purposes. Lab activities will be performed in specific areas, with the dissection of various organs throughout the semester. The course is offered in two semesters. Each semester focuses on different body systems. Students may take one semester or both semesters. There is no requirement for the order in which the two courses must be taken.

Chemistry (College Prep and Interrelated)

Students will learn to define matter and classify it according to chemical and physical properties. The historical development and modern theory of the atom will be studied. Students will classify atoms according to atomic structure and use that understanding to predict bonding using the periodic table. The students will write formulas for compounds using their understanding of the periodic table and accepted rules of practice. Students will describe chemical reactions by using balanced equations, and derive mathematical relationships using the mole concept.

Accelerated Chemistry

This course is designed to introduce students to the concepts of chemistry. Students will classify matter, study the periodic table, and write formulas for compounds. They will describe chemical reactions and calculate relationships using stoichiometry. Students will describe the kinetic theory of matter and solution chemistry. Equilibrium and acid-base theory will be studied. During the semester, students will conduct labs and write lab reports. Safety is emphasized as well as proficiency in the use of science process skills. This is an accelerated course and students are expected to keep up with all material.

Physical Science (College Prep and Interrelated)

Description: Students will learn to define matter and classify it according to chemical and physical properties. The historical development and modern theory of the atom will be studied. Students will classify atoms according to atomic structure and use that understanding to predict bonding using the periodic table. The students will write formulas for compounds using their understanding of the periodic table and accepted rules of practice. Students will describe chemical reactions by using balanced equations. In the second part of the course students will examine the Newton's three laws of motion; the six types of simple machines; the effect of forces such as electricity and magnetism on matter; as well as the concepts of light and sound waves.

Physics

This course is a college prep/general level classical physics course. It requires basic algebra and covers many physics topics needed for college level introductory physics courses. For example, topics that are covered include Newton's Laws, momentum, electricity, and magnetism. It is intended for students planning to study some liberal arts type degrees in college. Students taking this course are college bound, but may not be interested in the sciences, medicine, engineering, or other type major/career.

Note: Most notable colleges require a physics course, not physical science, on the transcript of applicants.

Accelerated Physics

This course is a classical physics course that is more advanced compared to Conceptual Physics, often forming a gifted class. It is accelerated because the pace is much faster compared to Conceptual Physics due to more physics topics covered (such as thermodynamics and buoyancy) and also the depth of the information is greater. The math knowledge required in this course is up to the trigonometry level (pre-calculus or analysis math class). This course is sufficient for students whose future does include the sciences, engineering, or medicine.

AP Physics

Conforms to the College Board topics for the Advanced Placement Physics Examination. The Physics B course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be one of the major goals of the course. Students taken this course should cover the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The Physics B course should also include a hands-on laboratory component with a minimum of 12 student-conducted laboratory investigations. Each student should complete a lab notebook or portfolio of lab reports. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. Prerequisite: Biology average of 85 and above, and Advanced Algebra or Algebra II average of 85 and above and Teacher Recommendation.

IB Physics (HL) (2 semesters) (Prerequisites: Algebra I, II. Accelerated or AP physics *highly* recommended)

This is a high level IB science course for students focusing on physics. The purpose of this course is to teach students a broad range of physics concepts, various scientific and practical skills, and to meet all the requirements stipulated by the IB program. The course will be taught over the course of two semesters, with the content being split evenly among both semesters. The course covers all the topics required for high level physics as well as the required internal assessment, IB exams, and prescribed practical work. Strong math skills are required, but the class doesn't require calculus. Taking a previous physics class is not required, but the course is designed around students with a background knowledge of basic physics concepts. The HL course covers all of the topics in the SL curriculum, as well as additional higher level topics (we do not currently offer SL physics). This course will count as your science requirement for the IB diploma.

Forensic Science

In this fourth year course, 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 such as hair and blood and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

Social Studies

Graduation Requirement:

- Civics / Geography
- World History or AP World History or Dual Enrollment
- US History or AP US History or IB History of the Americas or Dual Enrollment
- Economics or AP Economics or Dual Enrollment

Social Studies Course Descriptions

American Government / Civics (9th Grade – Accelerated, College Prep, Gifted, and Interrelated)

American Government is a 9 week course designed to increase students' knowledge of how the United States government was established, how it is organized, and includes an analysis of its progression throughout our history. After completion of this course, students will have an understanding of the importance of our system of government and the integral role it plays in their lives.

World Geography (9th Grade – Accelerated, College Prep, Gifted, and Interrelated)

This 9-week course, paired with American Government/Civics serves as an introduction to both physical and cultural geography. After an introduction to geographic themes and concepts, students study each major region of the world, focusing on the importance of physical geography and its impact on the region's historical, cultural, economic, and political development. For each region, students learn about the importance of the physical geography, and study includes topics such as population, energy sources, urbanization, technology, environment and food supply.

AP Human Geography (9th Grade)

This course conforms to the College Board topics for the Advanced Placement Human Geography Exam. Topics covered in this course include: Geography's impact on the patterns of human movement, cultural identity, agriculture processes, the impact of economics in the development of a country or area, and the placement and growth of cities. Students will have a better understanding of how humans have shaped their understanding of the world, how to use the space around them, and alteration of the Earth's surface into areas once thougth to not be hospitable to human life. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students are expected to take the Advanced Placement examination upon completion of this course in May.

World History (10th Grade – College Prep and Interrelated)

World History is a course that enables students to explore the human race in each stage of development from the Ancient World up to the present day. Through the study of history, students will grasp a larger worldview and develop a broader understanding of the world and its people groups.

Students will be able to connect with the developments of previous societies and relate these developments to their own life.

Accelerated World History

Accelerated World History is a course designed to enable students to explore the human race in each stage of development from the Ancient World up to the present day. Through the study of history, students will grasp a larger worldview and develop a broader understanding of the world and its people groups. Students will be able to connect with the developments of previous societies and relate these developments to their own life. World history works to integrate the study of geography, economics, science, politics, literature, invention and discovery,
to help students understand the past and how it contributes to the present and future, to explore the recorded history of humans across the globe from earliest civilizations to present day, and to develop the skill of critical thinking. This course consists of eight units: I. Ancient Civilizations II. Classical Civilizations III. The Middle Ages IV. Renaissance and Reformation V. Age of Revolution VI. Industrialization and Imperialism VII. Worlds in Conflict VIII. The Contemporary World

AP World History

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 c.e. Periodization forms the organizing principal for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

U.S. History (11th Grade – College Prep, ESOL, and Interrelated)

Course Description: This course will focus on an analysis of the origins, foundations, and evidence of the American democratic ideal. Special emphasis will be placed on the colonial era and the establishment of our constitutional government. The theme for the course will be

“Change.” Change has brought our country into the modern era and change will bring it forward through progress, promotion, and the endless pursuit of the American ideals of life, liberty, and happiness. Change can be shown through the exploration of wars such as the Revolutionary War, the French and Indian War, the War of 1812, the Civil War, the Spanish-American War, World War I and II, Korea, Vietnam, the Cold War, and the present-day War on Terror. We will explore the unique ability of the United States to adapt and assimilate new cultures, ideals, and the changing world into our way of life.

Accelerated US History

COURSE OVERVIEW: Advanced United States History is a semester course designed to increase students' knowledge of social, economic, and political events that have occurred throughout our history. After successful completion of this course students will possess information about the United States from a variety of perspectives with the hope of providing a balanced view of history. Students will be required to frequently analyze, synthesize, and evaluate primary and secondary historical sources in addition to comprehending and applying facts.

AP US History

The objective of this course is to increase the student's understanding of United States history, with the goal of having each student pass the Advanced Placement Examination. The course is divided into two semesters. The first semester will include 6 units: Exploration, Discovery and Settlement through The Gilded Age. The second semester will cover 5 units: the Progressive Era to the present. The areas of concentration include social, political and economic history and these areas will be studied from a variety of perspectives with the hope of providing a balanced view of history. This course is designed to provide a college level experience. The major difference between a high school and college history course is the amount of reading and depth of focus. Moreover, the AP curriculum stresses higher order thinking skills within a rigorous academic context. Thus, the student will be required frequently to analyze, synthesize, and evaluate primary and secondary historical sources in addition to memorizing, comprehending, and applying facts.

Economics (12th Grade – Accelerated, College Prep, Gifted, and Interrelated

Economics offers students the opportunity to study the issues of scarcity and choice relating to the utilization of limited resources. Students learn how to apply the tools of economics personal, community, national and international issues. Economic preparedness enables students to make choices relying on past historical and geographical knowledge to active successfully engage in our complex society. This course explains how and why people and societies make economic choices. Students will examine macroeconomic and microeconomic principles in order to understand the fundamentals of the American and global economic systems.

AP Macroeconomics

This course has a required summer-reading assignment that is due the first day of the fall semester. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to economic systems as a whole. The purpose of the course to give students a thorough understanding of the principles of economics that apply to basic microeconomic concepts, national income and price determination, economic performance measures, economic growth, and international economics. The goals for the class are four-fold: 1) to increase the students' understanding of the American economic system; 2) to use graphic representations and data to analyze, describe and explain economic events and concepts; 3) to understand how monetary and fiscal policies can counteract economic problems; 4) to gain sufficient understanding, analytical skill and problem-solving ability to pass the AP test for university credit. As a college-level class, students will be required to spend significantly more time on this class than they would in a regular-level economics class. The very nature of economics makes it somewhat like a foreign language; therefore it is important for the student to work on economics daily. The course will also prepare students to take the Georgia Economics Milestones Test (formerly EOCT) at the end of the class in May. **This course has a required summer-reading assignment that is due the first day of the fall semester.**

Social Studies Academic Electives (Humanities course credit)

AP Government

United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in government and politics. The concepts and specific topics examined in this course are those that may appear on the AP exam.

AP Psychology (11th and 12th grade)

AP Psychology is a course designed to introduce students to the study of human development and behavior, the methods and ethics that psychologists use, the subfields of psychology, such as learning, emotion and abnormal psychology

Foreign Language

Graduation Requirement:

- Career Tech Diploma – 1 credit of foreign language
- College Prep Diploma—2 Credits of the same foreign language
- Honors Diploma—3 credits of the same foreign language (3.5 GPA required)

Note: Students are encouraged to take multiple years of the same foreign language in the order to enhance language proficiency in listening, speaking, reading, and writing, as well as culture and civilization. Because many colleges require three or four years of language study, students are encouraged to seek information about college admission requirements.

Foreign Language Course Descriptions

Beginning French I

Prerequisite: None for Beginning

The Level I language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Level I, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading (ACTFL Proficiency Guidelines, 1999).

Intermediate French II

Prerequisite: Completion of Beginning French

The Level II language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have successfully completed a Level I course or are at a Novice-Mid level of proficiency. Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content in order to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

By the end of Level II, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening and reading (ACTFL Proficiency Guidelines,1999).

Advanced French III

Prerequisite: Completion of Intermediate French II

The Level III language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have completed a Level II course or are at a Novice-Mid to Novice-High level of proficiency. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. Because students may begin formal language learning at various stages of development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Level III, students will exhibit Novice-High level proficiency in speaking and writing and Intermediate-Low proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999).

French IV

Prerequisite: Completion of Intermediate French III

The Level IV language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have completed a Level III course or are at a Novice-High to Intermediate-Low level of proficiency. During this course, most students should move into the Intermediate level of proficiency. They gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They are exposed to more complex features of the language, moving from concrete to more abstract concepts. Students are able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). Because students may begin formal language learning at various stages of development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.
By the end of Level IV, students will exhibit Intermediate-Low level proficiency in speaking and writing and Intermediate-Mid level proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999).

IB French

The IB French course is designed to enable students to gain linguistic and functional proficiency in reading, writing, listening, and speaking French in a cultural context. The students are expected to master the vocabulary and structures necessary in a wide-variety of situations. The ability to give supportive details in written and oral form is an important part of HL communication. Usage of

detailed descriptions and comprehension of the nuances of the language provide further evidence of proficiency expected of HL students.

Beginning Spanish I

Prerequisite: None

The Level I language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Level I, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading (ACTFL Proficiency Guidelines, 1999).

Intermediate Spanish II

Prerequisite: Completion of Beginning Spanish I

The Level II language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have successfully completed a Level I course or are at a Novice-Mid level of proficiency. Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content in order to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.
By the end of Level II, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999).

Advanced Spanish III

Prerequisite: Completion of Intermediate Spanish II

The focus of this course changes to more advanced skills such as using the Spanish language as a tool to gather information, narrate events (tell stories), describe, make comparisons, and express and support opinions in a more well-rounded, natural, and fluid way. Additional study in grammar facilitates this. Grammatically, students will move beyond the simple present tenses and learn the past and future tenses, as well as command forms, the subjunctive, and effective use of pronouns. Activities include reading authentic Spanish texts and literature, written reports and oral presentations.

Advanced Spanish IV

Prerequisite: Completion of Advanced Spanish III

Students have already acquired most of the grammar they need to be functionally fluent. There will be a couple new tenses taught, and couple more that are expounded upon in more nuanced ways, but for the most part Spanish IV is all about using the grammar skills and vocabulary already learned. This practice is implemented within the context of cultural research (political, social, and artistic history) of 4 Spanish speaking countries and 1 US territory: Spain, Cuba, the Dominican Republic, Mexico, and Puerto Rico. Students research and submit written reports on a number of country-specific cultural topics and share their findings with the class in individual or group presentations, all in Spanish.

IB Spanish

Prerequisite: Completion of Advanced Spanish IV

IB Spanish is an advanced course designed to expand the students' ability to communicate in Spanish and discuss issues related to literature, history, social issues, politics, and current events. Students will be exposed to this through a variety of texts, magazines, newspapers and current videos. Students are expected to work independently and to be self-motivated and self-disciplined. The class will be conducted in Spanish, and the students will have many

proficiency-based opportunities to practice their skills in listening, speaking, reading and writing. The course is designed to prepare them to take the IB exam at the subsidiary level in May.

Course topics:

The course will follow this outline based on the general International Baccalaureate themes of Exploring Change, Exploring Groups, and Exploring Leisure:

- Exploring Groups and Leisure: Art and Artists
- Exploring Groups and Leisure: Humor, La fabula, La novela (Don Quijote, El Lazarillo de Tormes and other important literary works)
- Exploring Groups and Change: Heroism Exploring Groups and Change: Indigenous People Exploring Leisure: Legends
- Exploring Groups, Change, and Leisure: Feelings and Passions

Portfolio: Each student will maintain a portfolio. The portfolio will contain research articles assigned for the various unit topics, student-prepared commentaries on the articles, and all IB essays written during the year

Notebook: You will need a notebook in class every day to keep all work from IB practice materials.

Spanish for Native Speakers I

Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. 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.
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. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities. Because heritage speakers of Spanish students may have widely varying educational backgrounds, teachers must adjust the vocabulary and content of this course to reflect developmentally appropriate interests. The integration of technology is an important tool in accessing Spanish resources and materials that reinforce the acquisition of academic language.
By the end of the Spanish for Native Speakers I course, students should exhibit Intermediate-Mid level proficiency in listening, speaking, reading and writing, and some students may attain Intermediate-High proficiency or above (ACTFL Proficiency Guidelines, 1999).

Spanish for Native Speakers II

Prereq: Spanish for Native Speaker I

This course is designed for heritage learners of Spanish who bring strong proficiency and literacy skills in Spanish, as well as for those who have completed Spanish for Native Speakers I. The recommended entrance requirement for the Spanish for Native Speakers II is the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale, and Intermediate-Mid level of proficiency in reading, writing, and speaking. This course focuses on the development of advanced 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 continue to develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain proficiency in using Spanish in increasingly complex ways to express 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. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities.
Because heritage speakers of Spanish students may have widely varying educational backgrounds, teachers must adjust the vocabulary and content of this course to reflect developmentally appropriate interests. The integration of technology is an important tool in accessing Spanish resources and materials that reinforce the acquisition of academic language. By the end of the Spanish for Native Speakers II course, students should exhibit Advanced Low level proficiency in listening, speaking, reading and writing (ACTFL Proficiency Guidelines, 1999

ESOL

Intensive English Program Courses: The courses offered in this contained program are designed for Newcomer English Learners in grades 9-12 whose English language proficiency scores are at the Entering and Beginning levels.

Communication Skills I
This course will focus on the acquisition of social and instructional language and the introduction of content across the four language domains.

Communication Skills II
This course is an expansion of Communication Skills I with an increased focus on content knowledge, particularly the discipline of English language arts.

Communication Skills in Math
This course supports and enhances literacy and listening skills necessary for success in the mathematics content areas.

Reading and Listening in the Content Areas
This course supports and enhances literacy and listening skills necessary for success in the content areas.

Writing in the Content Areas
This course provides English Learners with basic writing skills required to successfully complete instructional tasks in all content areas. Students become familiarized with sentence structures, grammar, and writing purposes common in English language.

ESOL Program Courses:

English to Speakers of Other Languages (ESOL) I-IV
ESOL classes are analytical course studies of the English language. Content is based on objectives of the Georgia Performance Standards. Learning experiences will include and are not limited to: reading, writing, spelling, taking dictation, engaging in conversation, and role-playing. Teaching methodology and instructional strategies will vary through techniques to foster the development of multiple intelligences, while meeting the needs of students. Instruction is customized for individual proficiency. These courses will also serve as a language support to ELLs in their core classes.

Students engage in learning experiences through disciplines of:

Listening/Speaking
Reading/Writing
American Culture
Beyond the Classroom
Links with Content Areas

Units of Study include grammar, speech, writing, vocabulary, and reading/comprehension. Practice will be devoted to each unit, each week, throughout the semester. Special attention (through individualized lessons) will be given to the unit in which the student's performance is weakest.

Oral Communication I and II

Both courses have the learning objective of developing communication skills necessary to participating successfully in all classes. Students learn a variety of skills: prepare and deliver an oral presentation; actively listen to a presentation; communicate with others clearly and effectively; collaborate in group activities; ask relevant questions; understand the importance of pace, speed, and tone while speaking; practice speaking in front of an audience; learn basic principles that guide public speaking.

Sheltered Instruction Courses:

9th Literature/Composition ESL

This course follows the same curriculum of a regular 9th Grade Literature/Composition course. Students receive accommodations and curriculum modifications that facilitate access to content. In this course, students will improve: reading and writing skills in a variety of genres; speaking and listening skills as they participate in class discussions and collaborative learning opportunities; learning effective research skills; writing and analyzing poetry; and interacting with a variety of literary genres.

10th World Literature ESL

This course will introduce students to a variety of literary works originated in different parts of the world. Students will read fictional and nonfictional works from world authors and understand how a socio-cultural experience can influence the production of literature. Students will be able to engage in comparative literary analysis and identify similarities across cultures. In addition, this course will solidify the skills students learned in the 9th Literature/Composition course.

11th American Literature ESL

This course will introduce students to the literary works of American authors. The course will bridge literature with US History as a variety of events will be discussed in connection to the

texts explored in class. Students are also expected to produce a research paper, continue to learn more advanced writing skills, and develop reading and writing fluency.

12th British Literature ESL

In this course, students will work with literary works produced in England. The course will support the development of advanced literacy skills, including writing more complex papers, reading complex texts, presenting information and research results in front of an audience, and participating in scholarly discussions prompted by materials read in class. The course will prepare students to successfully complete work independently in preparation for college courses.

11th US History ESL

This course will introduce students to the history of the United States. Students will study the causes and effects of main events, the chronological sequence of historical facts, the relationships between countries and the contributions of prominent members of society. This course will also prepare students to think critically and evaluate information. After completing this course, students will have a better understanding of how American society developed over time.

Biology ESL

This course will introduce students to basic concepts of Biology. Emphasis is on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. This course will prepare students to take more advanced Science courses in their academic careers.

Environmental Science ESL

This course is designed to give students the knowledge and skills that will help them understand the scientific process and acquire the most important environmental science concepts. Upon completion of this course, students will understand interrelationships of the natural world and analyze environmental issues and their solutions.

Coordinate Algebra ESL

This course is the first in a sequence of three high school courses designed to ensure career and college readiness. In this course, students will study algebra with correlated statistics applications and bridge to the second course through coordinate geometric topics. The main objective of this course is to expand on the mathematical skills students acquired in Middle School grades.

Career Tech Pathways

Small Business Development Pathway

Introduction to Business & Technology

A foundations course for the Small Business Development Career Pathway. It is also appropriate students enrolled in any Career Pathway who plan to own and operate their own businesses. Th help students build a strong knowledge base and develop management skills as they study forms ownership, functions of management, budgeting and finance, technology, communications, legis leadership and teamwork, marketing, and economics. Mastery of these standards through proje learning and leadership development activities of the Career and Technical Student Organization prepare students with a competitive edge for the global marketplace.

Legal Environment of Business

The second course in the Small Business Development Career Pathway. This course concentrates on the legal aspects of business ownership and management. Legal issues will include contracts, sales, consumer law, agency and employment law, personal and real property, risk management, environmental law, and government effects on business. The impact of ethics on business operations will be studied. International business principles are infused in the standards for Legal Environment of Business. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Entrepreneurship

The third course in the Small Business Development Career Pathway. This course concentrates on the management skills necessary for successful business operation. Students will study management strategies for developing and implementing business plans; structuring the organization; financing the organization; and managing information, operations, marketing and human resources. International business principles are infused in the standards for Entrepreneurial Ventures. An integral component of the Entrepreneurial

Ventures course is a school-based or community-based entrepreneurial venture that will engage students in the creation and management of a business and the challenges of being a small business owner. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Web and Digital Design Pathway

Introduction to Digital Technology

This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. This course should also help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts; but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course.

Introduction to Digital Technology is an introductory course in the Web and Digital Design pathway that is appropriate for all high school students. There is no pre-requisite for this course.

Digital Design

This course will provide students with essential web page planning and development skills. Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual

development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site. Various forms of technologies will be used to expose students to resources, software, and applications of media.

Digital Design is the second course in the Web and Digital Design pathway. Students enrolled in this course should have successfully completed the pre-requisite Introduction to Digital Technology.

Web Design

The goal of this course is to provide students with the study of advanced topics in web design. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site. Various forms of technologies will be used to expose students to resources, software, and applications of web design.

Web Design is the third course in the Web & Digital Design pathway. Students enrolled in this course should have successfully completed the pre-requisite Introduction to Digital Technology and Digital Design. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment CIW Associate Design Specialist Certification.

Computer Science Principles (Pre-Req: Introduction to Digital Technology AND teacher approval)

Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.

Computer Science Principles is the second course in the Computer Science pathway. Students enrolled in this course should have successfully completed the pre-requisite Introduction to Digital Technology AND teacher approval.

Nutrition and Food Science Pathway

Food, Nutrition, and Wellness

An essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored. This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety.

Food for Life

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 relationship 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.

Food Science

Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world.

Engineering Pathway

Foundations of Engineering and Technology

The introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation.

Engineering Concepts

The second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities.

Engineering Applications

Engineering Applications is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawings and prototypes.

Work Based Learning

Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in 11th or 12th grade. Students must also have a defined Career Pathway and must be a CTAE pathway completer (or at the very least enrolled in the third level course of the pathway) in order to participate in the Work-Based

Learning program. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internships and Youth Apprenticeships.

Naval Science Career Pathway –Naval ROTC

NAVAL SCIENCE I – Introduction to NJROTC and Cadet Field Manual

PURPOSE: To introduce students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future; develop in each cadet a growing sense of pride in his/her organization, associates, and self. These elements are pursued at the fundamental level.

COURSE CONTENT: Includes introduction to the NJROTC program; Introduction to Leadership, Naval Ships; Mission and Organization, The Nation, Navy and the People in American Democracy, Maritime Geography, Seapower and Challenge, Naval History through 1815, Introduction to Navigation and Time, Basic Seamanship, Oceanography, Health Education, First Aid, and Drugs, Alcohol and Tobacco Abuse Prevention.

NAVAL SCIENCE II Maritime History and Nautical Sciences

PURPOSE: Build on the general introduction provided in Naval Science 1, to further develop the traits of citizenship and leadership in cadets, introduce cadets to technical areas of naval science, and engender a deeper awareness of the vital importance of the world oceans to the continued well-being of the United States.

COURSE CONTENT: Includes ongoing instruction in leadership theory, Naval Orientation and Career Planning, Citizenship in the U.S. and Other Countries, Naval History: 1815 through 1930, Naval Ships and Shipboard Evolutions, Naval Weapons: Gunnery, Guided Missiles and Mines, Navigation Fundamentals and Rules of the Road, Small Boat Seamanship, Meteorology and Weather, and Survival Training and Orienteering.

NAVAL SCIENCE III Naval Knowledge, Orientation, and Skills

PURPOSE: Broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, the fundamentals of American democracy, and to expand their understanding of naval academic subjects.

COURSE CONTENT: Includes ongoing instruction in leadership and discipline, Military Justice, Astronomy, International Law and the Sea, National Strategy, Sea Power and Naval Operations, Naval History: 1930 through the Nuclear Age, Naval Intelligence and National Security, Maneuvering Board, Challenges of Future Navy Research, and Electricity and Naval Electronics.

NAVAL SCIENCE IV Naval Leadership and Ethics and Effective Communication

PURPOSE: This course is focused solely on practical leadership. The intent is to assist the senior in understanding leadership and improving their leadership skills by putting them in positions of

leadership, under supervision, then helping them analyze the reasons for their varying degrees of success through the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets.

COURSE CONTENT: Includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Cadets will also apply these principles when dealing with younger cadets in the areas of military drill and inspections, athletic events, and in other school activities

Visual Arts

Note: Visual Arts I is the pre-requisite to all other art course options.

Visual Arts I
Introduction to Visual Arts is a pre-requisite course to all other art classes offered at DHHS. Visual Arts I is a class designed to explore the many facets of art such as: exploring and learning new artistic styles and techniques, experimenting with various types of media used to create art, implementation of studio projects, art history, written and oral critique, and research. Areas of concentration will be the Elements and Principles of Art, Drawing, Painting, and Sculpture. Students will develop a visual and structural understanding of both 2-D and 3-D processes with an emphasis on observation and effective utilization of materials, processes and concepts relating to the Elements and Principles of Design.

Drawing I

This is an 18 week course full of learning drawing techniques. This course is designed for experienced and new-to-drawing artists. Students will learn the foundation of drawing; shading, creating interesting compositions, figure drawing, develop skills in perspective drawing and work with various drawing materials (India ink, charcoal, graphite, color pencil, etc). Hand to eye coordination will be practiced through gesture, contour and modeled drawing. Special emphasis will be placed on the language of line quality and the act of drawing. The students will develop a visual and structural understanding of approaches to 2-dimensional systems with an emphasis on observation, effective utilization of materials, processes, and concepts, relating to both art elements and principles of design. Students will be exposed to drawing throughout art history and contemporary art to develop an awareness of variations in style, content and conceptual considerations.

Painting I
Lab Fee: $10

This course is designed for students who want to learn how to paint. Several different types of painting materials will be practiced/used: including watercolor, gouache, acrylic and tempera. The students will develop a visual and structural understanding of approaches to painting with an emphasis on observation, effective utilization of materials, processes and concepts relating to both the Elements and Principles of design. Students will be exposed to painting throughout art history and contemporary art to develop an awareness of variations in style, content and conceptual considerations.

Ceramics I
Lab fee: $30

Students will explore the three-dimensional art form of Ceramics through media techniques, studio skills, and researching of historical and contemporary Ceramic artists. Students will work through a variety of tools and techniques in order to create functional and sculptural forms in clay. The majority of the semester will be focused on the fundamental techniques and tools used, glazing procedures and the Hand-Building methods of pinch, modeling, coil, and slab. Some of the projects that will be created in this course are Greek-inspired coil vessel, Open Coil Lanterns, Teapots and Sets, Place Settings, and Ceramic Sculptural forms. Students will finish with learning the fundamentals of wheel-thrown forms.

Principles of Design

This course is an excellent option for all students finishing the Intro to Art class, and are unsure if they would like to focus on just drawing or just painting for 18 weeks. 2D Design encompasses learning about design elements through bookmaking, painting, drawing, and printmaking. Students will work with acrylic paints, watercolor, modeling paste, various inks, learn various book binding techniques (including making their own sketchbook) and create a relief painting.

Sculpture Design I
Lab Fee: $25

Students will explore the three-dimensional art form of Sculpture through media techniques, studio skills, and researching of historical and contemporary artists. Students will work with a variety of materials, including but not limited to: clay, plaster, and wood, Sculpture techniques, such as modeling, construction and assemblage. The middle part of the semester will be focused on Subtractive Sculpture techniques of reliefs and carving. Finally, students will focus on exploring Collaboration, Installation and Public Sculpture forms.

Photography I
Lab Fee: $25 (chemicals, film and photography paper)

This course is an introduction to the photographic medium as well as printmaking medium through assignments, studio applications, and theoretical studies. Students will examine and learn a variety of skills including camera construction, film processing, printing, 35 mm camera basics including: f-stop, shutter speed, lighting and exposure. 120 cameras will also be explored using various aspects of photography.

Printmaking is taught in conjunction with Photography, so that every student will have an opportunity to work in the darkroom. Mono-printing and multi-printing printing techniques using linoleum, plexi-glass and other materials will be explored through the medium of printmaking. Only a limited number of students will be able to work in the darkroom each day. By learning Printmaking skills, those students who are not working on film or photographs in the darkroom will be able to work in class on Printmaking assignments, Artist Research, and in their Sketchbook.

AP STUDIO ART – 2-D DESIGN *Paired with Visual Arts Comprehensive VIIIA 50.021801*
AP STUDIO ART – DRAWING *Paired with SPC Design – 50043401*

Course Prerequisites: Visual Arts I, Drawing, Painting, Principals of Design or Teacher Recommendation

The course conforms to College Board topics for the Advanced Placement Studio Art 2-D Design Portfolio Examination and the Advanced Placement Studio Drawing Portfolio Examination. The 2-D Design and Drawing Portfolios are designed to address a very broad interpretation of design issues. This course is designed to guide students in the creation of a portfolio which addresses three major concerns in the study of art:

Quality - A synthesis of form, technique and content in the student's work. This can be found within both the Breadth and Concentration areas of the portfolio.
Breadth - A breadth of experience that exhibits serious grounding in visual principles as well as formal, technical and expressive means of the artist
Concentration - An in-depth investigation and process of discovery centered on a particular and compelling visual interest or problem.

Formal visual concerns, technical skills, and conceptual issues will be addressed through creative means in both teacher-directed assignments and student-directed projects. The creation of an AP Studio Art portfolio is an involved and personal process of discovery which is dependent on the student's unique thinking and problem-solving skills. It is hoped that this course will not only help the student to produce an excellent body of artwork, but additionally it will introduce the student to the richness of the creative process on a personal level, open the door to personal discovery, and allow the student to make meaningful contributions to the greater culture.

The AP program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. While the AP portfolio requires a minimum of 24 works of art, it can be assumed that, due to the nature of the artistic process, many more than 24 pieces will need to be created throughout the year. Students may use artwork from previous art courses, and work created independently. However, the majority of the work is likely to be completed during the current year.

IB Art
This course revolves around three main aspects of art practice: theoretical practice, art-making practice and curatorial practice.

THEORETICAL PRACTICE: Using investigative strategies, crucial thinking, comparative analysis and reflection will be used to examine various art forms and artist from different times, places and

cultures. Students will investigate different techniques and processes, enquiring into the contextual evolution. Students will explore way of communicating knowledge in both visual and written forms.

ART-MAKING PRACTICE:

Through exploration and experimentation, the student will discover and apply a variety of artistic techniques. Students will develop their own concepts throughout the explorative process and, with reflection and self-evaluation, produce a considered body of work.

CURATORIAL PRACTICE:

Through careful, informed viewing of artworks and exhibitions the student will develop an ability to formulate their own considered response. The student will begin to articulate their intentions for developing and displaying their own art work. The student will consider the relationship between artist and audience and what it means to exhibit work; learn to select and present their work effectively; and articulate their intentions and the connections between the works of art.

Students' work will be assessed based on their meaningful exploration of the visual arts at Druid Hills High School. The students work will be assessed both internally and externally utilizing the IB band descriptors as criteria for assessment. International Baccalaureate Standard Level Option A (SL Option A) will be available for 11th and 12 grade students.

Theater Courses

Drama Fundamentals I

This integrated elective course is designed for heterogeneously grouped students to develop an appreciation for drama/plays through focus on the comprehension and analysis of dramatic text skills. The fundamentals of stage, the study of modern plays, composition, production, and presentation of original and published drama, acting techniques for the stage, and technical aspects of plays will be covered.

Drama Fundamentals II / III

Enhances level-one skills by producing and studying theater in depth with performance opportunities.

IB Theatre Arts SL

This course aims to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures.

Music Courses

Beginning Band

Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Prerequisite: 8th Grade Band or Orchestra; or Audition and teacher approval.

Intermediate Band I-III

Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills. Prerequisite: Beginning Band or Orchestra IV.

Advanced Band I-III

Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences. Prerequisite: Intermediate Band III.

Intermediate Orchestra I-IV

Instruments taught: Violin, Viola, Cello and String Bass Open to all students. Intermediate orchestra is taught both semesters. Students who have been playing for 1-3 years should take Intermediate Orchestra. Intermediate Orchestra performs 4 concerts each year. Intermediate Orchestra performs music of various styles and eras. Students may take Intermediate Orchestra as many times as they wish.

Advanced Orchestra I-IV

Instruments taught: Violin, Viola, Cello and String Bass Students (Grades 9-12) need permission of the director to enroll in Advanced Orchestra Advanced orchestra is taught both semesters.

Students who have been playing for 3-8 years and have auditioned for Mr. Goodwin should take Advanced Orchestra. Advanced Orchestra performs 4+ concerts each year. Advanced Orchestra performs music of various styles and eras. Students may take Advanced Orchestra multiple times.

Beginning Guitar

Requirements: Open to all students (grades 9-12) Students are expected to own (or rent) their own ACOUSTIC guitar for in-class and home use. This class will explore proper methods, concepts, and techniques in guitar performance. Students of ALL levels will benefit from this class. Students are expected to have a desire in further developing strong musical skills and abilities with the guitar. Preparation for class is essential. You are expected to keep pace with the class, and I will make every reasonable attempt to help you do so. An applied (skill) class is not one for which one can "cram" information. Regular practice with efficient practice techniques and habits is necessary. THERE IS NO SUBSTITUTE FOR PRACTICE. Guitar can be taken more than once.

Intermediate Guitar

Offers opportunities for intermediate-level performers to increase performance skills and knowledge in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting. Prerequisite: Beginning Guitar Techniques.

Beginning Mixed Chorus

Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Prerequisite: 8th Grade Guitar, Chorus, Band, Orchestra, Piano, or Jazz Band AND/OR Audition and teacher approval.

Advanced Mixed Chorus

This chorus is a performance ensemble that students learn correct vocal techniques and music theory. It will prepare them for advancement to the Varsity Singers. Exposure to all styles of music with a heavy emphasis on the classical training is provided in this choir. Students in this choir normally have some choral experience but it is not required. This chorus will perform one concert per semester.

Health/PE Courses

Graduation Requirement:

- Health/personal fitness
- *PE Elective Credit (**Can be waived with 2 seasons of a sport, ROTC course, or 2 seasons of marching band)*

Health

This 9-week course, paired with Personal Fitness, explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Required for graduation. Health and Personal Fitness serve as prerequisites for all remaining Physical Education courses.

Personal Fitness

Personal Fitness is designed to motivate students to achieve lifetime personal fitness with an emphasis on the health-related components of physical fitness. The concept of wellness, or striving to reach optimal levels of heath, is the corner stone of this course and is exemplified by one of the course objectives: students designing their own personal fitness program as a way to develop the skills necessary to become fit and achieve some degree of fitness within the course. Required for graduation. Health and Personal Fitness serve as prerequisites for all remaining Physical Education courses

PE I

Physical Education 1 is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program aligned with Georgia Quality Core Curriculum. This course provided students the opportunity to learn basic history, rules, playing techniques, and strategies of the following compulsory activities: Nutrition, Softball, Circuit training, Tennis, Badminton, Track and Field, and Large Group Games. Additional activities that may be included in this course include: Basketball, Team Handball, Board Games, Table Tennis, Wrestling, and Gymnastics.

PE II

Physical Education 2 is designed to give students the opportunity to learn through a comprehensive sequentially planned Physical Education program aligned with Georgia Quality

Core Curriculum. This course provided students the opportunity to learn basic history, rules, playing techniques, and strategies of the following compulsory activities: Fitness/Nutrition, Soccer, Volleyball, Flag Football, Team Building, Speedball, and Dance. Additional activities that may be included in this course include: Frisbee Games, Golf, Bowling, Horseshoes, Croquet, and Pickleball.

Weight Training

A personal fitness program that includes progressive conditioning methods. Training exercises include stretching, core training, jogging, sprinting, weight lifting and weight training (application of the fundamentals of strength training through the use of machine and free weights. Basic anatomy and physiology associated with weight training and safe lifting procedures). Also included: calisthenics, isometric and isotonic exercises, plyometrics, footwork agility drills, and sport-specific exercises. Application of the fundamentals of strength training through the use of machine and free weights. Basic anatomy and physiology associated with weight training and safe lifting procedures.

Advanced Physical Conditioning

Principles of Yoga are taught. Enhances strength and muscular endurance, flexibility and cardiovascular endurance. Emphasizes self-management and adherence strategies.

Miscellaneous Course Descriptions

Study Skills

Study Skills is a course designed for students with a current IEP. The students in Study Skills are provided with extra time and opportunity to get assistance with organization and assignments, as well as improve areas of weakness.