

FORSYTH COUNTY

2007
2008

High
School

Course

Digest

CREATING
FUTURES

High School Improvement

Revised 2/28/2007

Overview

The 2007-2008 High School Course Guide has been prepared with the student in mind. This document represents the vital information necessary to enable each student to make sound academic decisions. As goals can often change from year to year, it is imperative that close attention be paid to graduation requirements and course descriptions, as well as to specific prerequisites for certain classes. Such information is provided in this reference. In addition, you will find this to be a guide that is easy to read, understand, and navigate toward those important academic choices. Please take time to familiarize yourself with all that this book contains.

As you read through this guide, pay close attention to the course selections that are specific to each high school. These courses are identified with the following codes:

FCHS- Central High, **N**FHS- North High, **S**FHS- South High, and **W**FHS – West High

Forsyth Academy is a charter school that creates a businesslike learning environment where students can complete assignments using online, computer based curriculum with the assistance of learning facilitators. The non-traditional high school also utilizes project based learning, service learning, job shadowing, internships, mentoring, and dual enrollment with technical and four-year colleges.

<http://www.forsyth.k12.ga.us/forsythacademy/site/default.asp>

Hill Educational Center – Central Registration Website

<http://www.forsyth.k12.ga.us/12941061621547467/site/default.asp>

High School Improvement Work

Dear Parents and Students,

As a graduate of a Forsyth County high school, I know that we have good schools. I also realize that there is always room for improvement. In 2005, our high school principals approached me with the idea of studying the structure of our high schools and finding ways to improve personalized learning for students. After over a year of work, new recommendations were made, which represented a renewed commitment to take bold steps to create a high school experience to meet the needs of *all* students. The implementation of this process begins during the 2007-08 school year.

I am very proud of the work of our high school principals and the High School Improvement Committee. The committee utilized the best data and research to define recommendations to increase our graduation rates and create a meaningful high school experience for all students. We have extremely high expectations for our students and I hope you will join me in working collaboratively with our high schools to support these improvement efforts. It is through these bold actions that we will be ***Creating Futures*** for our students.

Sincerely,
Paula Gault, Superintendent

For additional information on Forsyth County's High School Improvement work, click on the following web link:

<http://www.forsyth.k12.ga.us/12941061621357373/blank/browse.asp?a=383&BMDRN=2000&B COB=0&c=68406&12941061621357373Nav=|794|&NodeID=799>

Forsyth County High School Course Guide

2007-2008

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Forsyth Academy Administration

Director

Brad Smith (x 2102)

Counselor / Graduation Coach

Linda Metzler (x 2103)

Administrative Secretaries

Mrs. Brenda Gufstason (x 2101)

Instructors

English

Ms. Connie Dyer (x 2201)

Social Studies

Mr. Dan Wagner (x 2202)

Math

Mrs. Diane Foxx (x 2301)

Science

Mr. Jason Vandergrift (x 2302)

Forsyth Central High School Administration

Principal

Mr. Rudy Hampton (x 2000)

Assistant Principal

Mr. David McDaniel (x 2301)

Assistant Principal

Mr. Buddy Childs (x 1111)

Quality Work Assistant

Mr. Bill Davis (x 1117)

Assistant Principal

Ms. Eleanor Hutto (x 1125)

Assistant Principal

Ms. Kim Head (x 2185)

Athletic Director

Mr. Jerry Cauley (x 2927)

Administrative Secretaries

Mrs. Donna Hildebrand (x 2004)

Mrs. Janet Cauley (x 1101)

Attendance Clerk

Mrs. Amy Robinson (x 2160)

Counseling Department Staff

Counseling Department Chair

Ms. Elaine Caine (x 2176)

Counselor

Dr. Vicki Hoffmann (x 2172)

Counselor

Ms. Alice Huber (x 2175)

Counselor

Mrs. Deidre Miller (x 2174)

Counselor

Ms. Evelyn Petersen (x 2173)

Registrar

Ms. Pat Carnes (x 2171)

Counseling Secretary

Mrs. Lourdes Ruiz (x 2170)

Graduation Coach

Mrs. Susan Wittmeyer (x 1134)

Department Chairpersons

English

Ms Kelly Russell (x2208)

Social Studies

Ms. Charlotte Benson (x 2714)

Mathematics

Mrs. Dawn Dirst (x 2186)

Science

Ms. Kelli Schuyler (x 2229)

Foreign Language

Ms. Sherrié Phillips (x 1537)

Physical Education

Mr. Andy Martin (x 2923)

Fine Arts

Ms. Yatsey Harvey (x 2450)

Career Tech

Ms. Susan Nunnally (x 2316)

Special Education

Ms. Patti Sanborn (x 2157)

Horizons (Gifted and Talented)

Mrs. Patti Mullinax (x 1553)

ESOL

Ms. Nancy Hildebrandt (x 1534)

North Forsyth High School Administration

Principal

Ms. Beth Hebert (x 160121)

Assistant Principal

Mrs. Susan Atkins (x 160404)

Assistant Principal

Mr. Mike Martin (x 160117)

Assistant Principal

Mr. Tim Monroe (x 160408)

Administrative Assistant

Mrs. Shirley Jurczyk (x 160236)

Athletic Director

Mr. Phil Moore (x 160105)

Administrative Secretaries Attendance Clerk

Mrs. Melanie Hovan (x 160110)

Ms. Denell Dickinson (x 162003)

Mrs. Sandra Sutton (x 160230)

Receptionist

Ms. Pam Holtzclaw (x 162101)

Counseling Department Staff

Counseling Department Chair

Mrs. Kathy Wigley (x)

Counselor

Ms. Donna Fetner (x)

Counselor

Ms. Pamela Floyd (x)

Counselor

Kim Haynes (x)

Counselor

Dr. Sharon McWhorter (x)

Registrar

Ms. Kim Grogan (x)

Counseling Secretary

Mrs. Claire Nicholson (x)

Graduation Coach

Mrs. Jane Basler (x)

Department Chairpersons

English

Mrs. Judy Austin (x 160516)

ESOL

TBA

Social Studies

Mrs. Kathy Vail (x 160529)

Mathematics

Mrs. Amanda Swafford (x 160515)

Science

Dr. Ken Fahey (x 160291)

Foreign Language

Mrs. Olga Glymph (x)

Physical Education

Mr. Bobby Smith (x 160623)

Fine Arts

Mrs. Vicki Turcotte (x 160444)

Career Tech

Mrs. Tracy Mooney (x)

Special Education

Mrs. Lori McPherson (x 160146)

Mrs. Joan Knight (x 160522)

Horizons (Gifted and Talented)

Nell Howarth (x 163016)

South Forsyth High School Administration

Principal

Mr. Gary Davison (x 102109)

Assistant Principal

Mr. Paul Weir (x 101107)

Assistant Principal

Mr. Jeff Cheney (x 102117)

Quality Work Assistant

Mrs. Heather Gordy (x 100208)

Assistant Principal

Mrs. Laura Link (x 101134)

Assistant Principal

TBA

Athletic Director

Mr. Keith Gravitt (x 100452)

Administrative Secretaries

Mrs. Danielle Hosier (x 100101)

Mrs. Janet Elrod (x 100442)

Attendance Clerk

Mrs. Shirley McKinzie (x 100125)

Receptionist

TBA

Counseling Department Staff

Counseling Department Chair

Tom Fowler (x 100116)

Counselor

Ms. Stayce Johnson (x 101121)

Counselor

Ms. Jolie Kimmel (x 101119)

Counselor

Mrs. Susan Mixson (x 101116)

Counselor

Ms. Joanna Poynton (x 101118)

Registrar

TBA (x 101133)

Assistant Registrar

TBA

Counseling Secretary

Mrs. Caroline Maready 101105

Department Chairpersons

English

Mr. Woody VanTreek (x 101610)

ESOL

Ms. Susan Veal (x 100108)

Social Studies

Mrs. Pam Bibik (x 100464)

Mathematics

Mrs. Linda Wright (x 100423)

Science

Ms. Jan Nourollahi (x 100490)

Foreign Language

Mrs. Robinson-Lazaro (x 101429)

Physical Education

Mr. Ronnie Davis (x 100523)

Fine Arts

TBA

Career Tech

Mr. Randy Wolford (x 101513)

Advanced Placement

Mrs. Holly Isserstedt (x 101646)

International Baccalaureate

Mrs. Brandi Cannizzaro (x 101109)

Special Education

Mrs. Jolie Carlson (x 101174)

Mrs. Judy Young (x 101174)

Horizons (Gifted and Talented)

TBA

West Forsyth High School Administration

Principal

Richard Gill (x)

Assistant Principal

TBA

Assistant Principal

TBA

Quality Work Assistant

TBA

Assistant Principal

Ms. Betty Pope (x)

Assistant Principal

TBA

Athletic Director

Dennis Stromie (x)

Administrative Secretaries

Mrs. Helen Bennett (x)

Attendance Clerk

TBA

Counseling Department Staff

Counseling Department Chair

Bob Carnaroli (x)

Counselor

TBA

Counselor

TBA

Counselor

TBA

Counselor

TBA

Registrar

TBA

Assistant Registrar

TBA

Counseling Secretary

TBA

Department Chairpersons

English

Mr. Michael Aderhold (x)

ESOL

Mr. Jeff Thompson (x)

Social Studies

Mr. Jeremy Hamm (x)

Mathematics

Ms. Janet Pavlicek (x)

Science

Ms. Laura Wilson (x)

Foreign Language

Mr. Gerald DeStefano (x)

Physical Education

Mr. Clayton Tillery (x)

Fine Arts

Mr. Eric Gray (x)

Career Tech

Mrs. Kim Clapper (x)

Advanced Studies (International Baccalaureate and Advanced Placement)

Mr. Mitch Young (x)

Special Education

Ms. Cathy Jones (x)

Horizons (Gifted and Talented)

Ms. Leslie Brunson (x)

General Information

Parents and guardians, as you read this guide and study the course descriptions, you will see course sequences, grade level recommendations, and prerequisites. Teachers and counselors have provided this information based on academic success students have experienced in those content areas. This information can assist you in making decisions that will aid your child in achieving academic success.

Course Registration Procedures

Fall registration is completed during the preceding spring, at which time all students meet with their advisors to select courses. Registration proceeds as follows:

1. Orientation

Registration information is discussed in student advisement, and subject selection sheets are distributed.

2. Academic advisement

Students may discuss with their counselor, advisor, teachers, or parents/guardians course selections based on academic performance, future goals, and graduation requirements.

3. Schedule Changes

Student-initiated schedule changes for 2007-2008 will be completed by the end of the first full week of school. After this time, no schedule changes will be made. Schedule changes made during the initial days of the new school year are based on the following criteria ONLY: (a) completion of a scheduled course during summer school; (b) computer errors; and (c) administrative changes.

4. Disclaimer

Only those courses for which there is adequate enrollment and/or faculty will be offered in the upcoming school year. Courses, numbers of sections, and staff assignments are determined on the basis of need; it is imperative, therefore, that students determine which courses are required for graduation. Each high school reserves the right to cancel, **without prior notification** any course listed in this guide and/or rearrange any prescribed course sequence, and make schedule changes for the purpose of leveling class size.

5. Attendance Policy

Please refer to the current Student Handbook for detailed attendance policy information.

6. Special Education

In-County: In order to receive Special Education services, students must meet Georgia eligibility requirements. Each disability under the Individuals with Disabilities Act (IDEA) has specific criteria that must be met for eligibility. Once a student is determined to be eligible under IDEA, an Individualized Education Plan (IEP) is created and Special Education services begin. Student IEPs transfer from other schools in Forsyth County.

Out-of-County: Parents and/or guardians should contact the Forsyth County Special Education Department. Parents of the transferring student must provide a current IEP or sign a release of records form so that the high school may obtain current information. To determine appropriate services, all records will be reviewed by Forsyth County Special Education personnel and an IEP committee.

7. English Language Learners

The English for Language Learners (ELL) Program is provided for students, whose primary or home language is not English, opportunities to acquire proficiency in English while continuing to learn content-specific skills. The Hill Center at 136 Elm Street, Cumming, GA 30040 (678-947-0274) provides initial assessment services for high school students. The Hill Center also evaluates foreign transcripts and advises on course placement for newcomers to Forsyth County schools.

8. Horizons (Gifted and Talented)

Any student who is currently enrolled in the Horizons (Gifted) program in a Forsyth County school is eligible for gifted services. Any student who is in a gifted program from another Georgia school is eligible as soon as the high school receives the appropriate documentation from the student's former Georgia school. Any student who was in a gifted program from another state must be evaluated and possibly tested for Georgia Gifted eligibility. Please contact the Gifted Coordinator for details.

Advanced Courses and College Credit

9. Advanced Placement (AP)

Advanced Placement (AP) courses are postsecondary-level classes which are provided at high school in the course of a regular school day. Many colleges and universities award either course credit or possibly exemption from certain required coursework, depending upon AP exam scores. Not all postsecondary institutions honor AP exam credit, however, each college or university has its own standards by which it weights AP coursework taken in high school. Students are advised to check with the respective institution for details on its AP course and exam policies. AP examinations are conducted in May of each year, and students who take AP exams are responsible for paying AP examination fees (typically approximately \$85 per exam) unless Georgia State legislature reinstates funding.

10. International Baccalaureate (IB)

South Forsyth High School offers Forsyth County students the opportunity to follow the rigorous and rewarding IB Diploma Program. To prepare for the IB program, which begins in the 11th grade, students are strongly encouraged to begin taking appropriate coursework in the ninth grade.

11. ACCEL Program (Dual Enrollment)

The ACCEL Program is a lottery-funded dual enrollment program administered by the Georgia Student Finance Commission (GSFC). Rules promulgated by the GSFC provides for eligible juniors and seniors to take certain courses from postsecondary institutions that count for high school graduation credit *and* postsecondary credit. Please visit the provided web site for additional information:

http://www.gsfc.org/main/publishing/templates/comm_template.cfm?doc_id=497

Lanier Technical College

Students who have completed their sophomore year may be approved to attend Lanier Technical College. Course credit earned at Lanier Tech can apply toward high school graduation. Due to differences between the high school semester calendar and the technical school quarter calendar, students will be scheduled into the Lanier Tech program for the entire school year beginning with the technical college fall quarter of each year.

Forsyth County High School Graduation Requirements

Graduation requirements for Forsyth County high schools include attendance, required units of credit, and passing state require graduation tests (refer to the next page).

Attendance

State compulsory attendance laws will be followed.

Programs of Study

College Preparatory (CP) Program—a program of study requiring 22 units of credit as specified by the State Board of Education. Completion of this program is signified by a High School Diploma with a College Preparatory seal.

College Preparatory with Distinction (CP+)—a program of study requiring 24 units of credit as specified by the State Board of Education's High School Graduation Requirement Policy and earns a GPA of 3.0 or above on a four point scale in core classes. Meeting the state requirements for CP+ is signified by a High School Diploma with a College Preparatory Distinction seal.

Career/Technical Preparatory (CT) Program—a program of study requiring 22 state units of credit as specified by the State Board of Education. Completion of this program is signified by a high school diploma with a Career/Technical-preparatory seal.

Career/Technical Preparatory with Distinction (CT+)—a program of study requiring 24 units of credit as specified by the State Board of Education's High School Graduation Requirement Policy and earns a GPA of 3.0 or above on a four point scale in core classes. Meeting the state requirements for CP+ is signified by a High School Diploma with a Career/Technical Preparatory with Distinction seal.

Dual Seal Program—a program of study requiring students to fulfill the requirements for both College Preparatory and Career/Technical-preparatory programs within the possible 28 Carnegie units. Completion of this program is signified by a high school diploma with both seals.

Click here to view the Dual Seal Program Flowcharts:

<http://www.forsyth.k12.ga.us/129410616212035640/lib/129410616212035640/High%20School%20Course%20Digests/Diploma%20Seal%20%20Flowcharts.pdf?129410616212035640Nav=/672/686/&NodeID=2096>

Graduation Requirements

CORE AREAS OF STUDY	Year of 9 th Grade Enrollment - After July 1									
	College Preparatory Endorsement (CP)					Technical/Career Endorsement (TC)				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Language Arts*	4	4	4	4	4	4	4	4	4	4
Mathematics*	4	4	4	4	4	4	3**	3**	3**	3**
Science*	4	3	3	3	3	4	3	3	3	3
Social Studies*	4	4	4	4	3	4	4	4	4	3
Health/Personal Fitness	1	1	1	1	1	1	1	1	1	1
Computer Technology and/or Fine Arts and/or Tech Career Prep and/or Foreign Language	1	1	1	1	1	1	1	1	1	1
Foreign Language*	2	2	2	2	2	0	0	0	0	0
Technical/Career Diploma Units***	0	0	0	0	0	4	4	4	4	4
Elective units	8	8	7	5	4	6**	7**	6**	4**	3**
TOTAL UNITS (MINIMUM)	28	27	26	24	22	28	27	26	24	22

CORE AREAS OF STUDY	Year of 9 th Grade Enrollment - After July 1									
	College Preparatory with Seal of Distinction (CP+)					Technical/Career with Seal of Distinction (TC+)				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Language Arts*	4	4	4	4	4	4	4	4	4	4
Mathematics*	4	4	4	4	4	4	3**	3**	3**	3**
Science*	4	3	3	3	3	4	3	3	3	3
Social Studies*	4	4	4	4	3	4	4	4	4	3
Health/Personal Fitness	1	1	1	1	1	1	1	1	1	1
Computer Technology and/or Fine Arts and/or Tech Career Prep and/or Foreign Language	1	1	1	1	1	1	1	1	1	1
Foreign Language*	2	2	2	2	2	0**	0**	0**	0**	0**
Technical/Career Diploma Units***	0	0	0	0	0	4	4	4	4	4
Electives from Core Areas	0	1	1	1	2	0	1	1	1	2
Elective units	8	7	6	4	4	6**	6**	5**	3**	3**
TOTAL UNITS (MINIMUM)	28	27	26	24	24	28	27	26	24	24

* Core Courses

** Technology/Career-preparatory students may want to utilize an elective unit as Foreign Language or a fourth unit of mathematics depending upon the student's program of study and the student's intentions to enter a University System of Georgia institution or other post-secondary institution.

*** Technology/Career-preparatory includes Junior Reserve Officer Training Corps (JROTC).

On December 14, 2006, upon the recommendation of the High School Improvement Committee, the Forsyth County Board of Education approved the revised High School Graduation Requirement Policy IFH. To review the policy, click on the following link:

www.gsbaepolicy.org/pdfs/forsyth/ihf%20-%20graduation%20requirements.pdf

Required Examinations for Graduation

Georgia High School Graduation Tests

To be eligible for a high school diploma, the Georgia Board of Education requires all students to obtain a passing score on each section of the Georgia High School Graduation Test; students will take the GHSGT in the spring of their eleventh grade year. Students who do not pass the tests on the first attempt will have at least four additional opportunities to take the test. A passing score on the Georgia High School Writing Test is required to earn a high school diploma.

A student who has no means of written communication due to a severe physical disability will not be required to take the Georgia High School Writing Test as a requirement for graduating. For additional information on a waiver and/or variance for the Georgia High School tests, go to:

http://public.doe.k12.ga.us/tss_learning.aspx?PageReq=TSSLearningWaivers .

End-of-Course Tests

Students are required to take state-mandated End-of-Course Tests in the following subjects: Algebra I (or its equivalent), Geometry (or its equivalent), United States History, Economics, Biology, Physical Science, Ninth Grade Language Arts, and Eleventh Grade Language Arts. The Georgia Department of Education stipulates that each EOCT count 15% of a student's overall course grade.

All students must meet all requirements for the high school diploma, the certificate of attendance, or the special education diploma before participating in graduation exercises.

English

course sequence for 2007 and 2008 Freshmen & Sophmores

College Preparatory and Career Technical Option

Ninth Grade
World Literature
and Composition

American
Literature and
Composition

English (British)
Literature and
Composition

Literary Types
or Advanced
Composition

Advanced Placement Option

Honors 9 World
Literature and
Composition

Honors 10
American
Literature and
Composition

Advanced *
Placement
English
Language

Advanced *
Placement
English
Literature

* Sequencing of Advanced Placement English courses is a school decision.

International Baccalaureate Option

Honors 9 World
Literature and
Composition

Honors 10
American
Literature and
Composition

IB English 11

IB English 12

English

course sequence for 2007 and 2008 Juniors & Seniors

College Preparatory and Career Technical Option

Ninth Grade
World Literature
and Composition

English Lit.
and Composition

American
Literature and
Composition

Literary Types
or Advanced
Composition

Advanced Placement Option

Honors 9 World
Literature and
Composition

Honors 10
American
Literature and
Composition

Advanced *
Placement
English
Language

Advanced *
Placement
English
Literature

* Sequencing of Advanced Placement English courses is a school decision.

International Baccalaureate Option

Honors 9 World
Literature and
Composition

Honors 10
American
Literature and
Composition

IB English 11

IB English 12

English

Course name	Prerequisites	Special Needs
Basic Reading/Writing 1	Teacher recommendation/ESOL & Special Ed Specific	
World Literature/Composition		EOCT
American Literature/Composition Honors	World Literature/Composition	Summer Reading Assignment
American Literature/Composition	World Literature/Composition	EOCT
English Literature/Composition	World Literature/Composition & Am. Lit	
Advanced Composition	World Lit/Comp; Am. Lit & Eng. Lit	Senior Project
Literary Types/Composition	World Lit/Comp; Am. Lit & Eng. Lit	Senior Project
Comparative Lit/Comp		
IB English 11	Honors English 9 & 10 (preferred);	Summer reading, students purchase novels, enrolled in IB History. of Americas; Oral Commentary
IB English 12	IB English 11 Summer Reading Assignment	Summer reading, students purchase novels, IB 20 th C. History; World Lit. papers; IB exams in May
AP Language/Composition 11	Teacher recommendation is preferred. Honors World Lit & Honors American Lit. Selection criteria are outlined in the AP Brochure.	Summer reading, Students will take the AP exam in May
AP Literature/Composition 12	Teacher recommendation is preferred. Selection criteria are outlined in the AP Brochure.	Summer reading Students will take the AP exam in May
Oral/Written Communication (Speech)	Grades 9-12	
Writer's Workshop	<i>Passed previous year's English class</i>	
Study Skills	Eighth grade teacher recommendation	
Journalism I	Teacher Recommendation	
Communication Skills	Teacher Recommendation, 11 th Grade	

English

Basic Reading/Writing I (50 minute class)

This course is designed as a bridge for students who need additional support in literature and composition. Focus is on skill development in writing, organizing, speaking, reading, and critical thinking.

Basic Reading/Writing II (50 minute class)

This course is designed as a continued bridge for students who need additional support in literature and composition. The focus is on skill development in writing, organizing, speaking, reading, and critical thinking. Preparation for various required state assessments may be included.

World Literature and Composition (50 minute class)

This course content will focus upon a wide range of genres in world literature with an emphasis on literary analysis. The integrated study of composition will include basic research skills, expository and persuasive, writing with an emphasis on technical writing. Sentence structure and grammar usage will be included throughout the writing process and integrated with speaking, listening and vocabulary skills. Extensive reading, public speaking and presentations skills are also included in this course. ***A state mandated End of Course Test is required and counts 15% of the student's overall course grade.***

World Literature and Composition (Honors) (50 minute class)

This course focuses upon a wide range of genres in world literature with an emphasis on literary analysis. The integrated study of composition will include basic research skills, expository and persuasive, writing with an emphasis on technical writing. Sentence structure and grammar usage will be included through writing about literature, and integrated with speaking, listening and vocabulary skills. Extensive reading, public speaking and presentations skills are also included in this course. *Other topics specific to preparing students for the rigors of an Advanced Placement (AP) course will be integrated throughout the course.* ***A state mandated End of Course Test is required and counts 15% of the student's overall course grade.***

American Literature and Composition (Honors) (50 minute class)

This course focuses on an analytical survey of American literature from the Colonial Period to the present. The integrated study of composition will include basic research skills, technical writing, expository, and emphasis on persuasive writing. Sentence structure and grammar usage will be included through writing about literature, and integrated with speaking, listening and vocabulary skills. Extensive reading, public speaking and presentations skills are also included in this course. *Other topics specific to preparing students for the rigors of an Advanced Placement (AP) course will be integrated throughout the course.* ***A state mandated End of Course Test is required and counts 15% of the student's overall course grade.***

American Literature and Composition (50 minute class)

This course, required for graduation in Georgia, focuses on survey of American literature from the colonial period to the modern era. Writing objectives center upon essays (emphasis on expository), research, and critical analyses papers. Extensive reading, public speaking and presentations skills are also included in this course. ***A state mandated End of Course Test is required and counts 15% of the student's overall course grade.***

English Literature and Composition (50 minute class)

This course focuses on an analytical survey of British literature from the Anglo-Saxon Period to the present. The integrated study of composition will include basic research skills, expository, technical, and an emphasis on persuasive writing. Sentence structure and grammar usage will be included through writing about literature and integrated with speaking, listening and vocabulary skills. Extensive reading, public speaking and presentations skills are also included in this course.

Advanced Placement Language and Composition (11th grade) (50 minute class)

This course will expose students to college-level rigor and provide them with the opportunity to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. It is designed for 11th grade students who have previously demonstrated proficiency in reading and writing. Students are expected to take the Advanced Placement examination upon completion of the course. Summer assignments may be required. *This course does not fulfill the American Literature requirement for graduation.*

Literary Types/Composition (50 minute class)

Introduces the major forms of fiction and nonfiction; short story, folktale, poetry, drama, essay, biography, autobiography, and novel. Emphasis is upon evaluation of these forms through application of the elements of literature (e.g. plot, characterization, etc.). Develops composition, through an integrated language arts approach in response to literary analysis. Focuses on more contemporary literature, non-fiction works, and an emphasis on advanced grammar and usage skills. Requires seniors to complete the senior project.

Advanced Composition (50 minute class)

Provides review and further exploration of the writing process, including planning, drafting, and revising. Emphasizes research skills and essay composition and includes expository, persuasive, narrative, and descriptive writing. Covers application of advanced grammar and usage skills. Requires seniors to complete the senior project.

Comparative Literature/Composition (50 minute class)

Offers selections from the anthology of world literature; focuses on comparing, contrasting, analyzing, and critiquing writing styles and common themes. Requires critical thinking and well-developed literary analysis skills, both oral and written. Includes emphasis on essay composition, advanced grammar and usage skills.

Advanced Placement Literature and Composition (12th grade) (50 minute class)

This course is designed for seniors who have previously demonstrated proficiency in reading and writing. Students will gain exposure to college-level rigor and accountability. The course includes intensive study of works from various genres, and students are asked to analyze poetry, drama, the short story, and the novel. Critical writing experiences include expository, analytical and argumentative essays. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required.

Oral/Written Communication (Speech) (50 minute class)

This course develops the student's ability to effectively exchange messages of both a political and social nature. In addition, focus is placed on several basic elements of communication: receiving responses and exchanging feedback, speaking purposefully, and applying speaking techniques for both the world of media and the world of business.

Study Skills

Study Skills is the first in a series of strategy classes designed to develop self-management and learning strategies for success in an education environment. Upon completion, students will demonstrate competencies in strategies for actively participating in classes, learning new vocabulary, and writing at higher levels. Students will also demonstrate strategies for best utilizing content-area resources, test-taking, and developing memory-aid strategies.

Journalism I (50 minute class)

Explores journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast publications; concentrates on purpose, influence, structure, and language use through reading, writing, and critical thinking. The course covers news gathering, ethics, copy writing, editing, and revising. Typesetting, circulation, and production as minor aspects, may be used if a publication is produced.

English for Speakers of Other Languages (ESOL)

Course name	Prerequisites
English ESOL I	Placement testing
English ESOL II	Placement testing or ESOL I
English ESOL III	Placement testing or ESOL II
English ESOL IV	Placement testing or ESOL III
Basic Reading and Writing I	
Basic Reading and Writing II	Basic Reading and Writing I or teacher recommendation
Basic Reading and Writing III	Basic Reading and Writing II or teacher recommendation
Basic Reading and Writing IV	Basic Reading and Writing III or teacher recommendation
ESOL Study Skills I	
ESOL Study Skills II	ESOL Study Skills I or teacher recommendation
ESOL Study Skills III	ESOL Study Skills I or teacher recommendation
ESOL Study Skills IV	ESOL Study Skills I or teacher recommendation

In accordance with GA State Rule 160-4-2.06, students in ESOL language arts courses may earn up to three years of core language arts credit toward a Technical and/or College Preparatory Diploma upon successful completion of courses, and students in ESOL language courses may receive elective credit upon successful completion of an ESOL course.

ESOL I (50 minute class)

This course offers basic English grammar and vocabulary practice for speakers of other languages; emphasizes comprehension and production of spoken and written English and focuses on interpersonal communication skills and United States culture. This course does not fulfill requirements for language arts credit.*

ESOL II (50 minute class)

This course integrates the four language skills – reading, writing, listening, speaking. The course especially focuses on comprehending high frequency works and basic phrases in physical surroundings, orally producing learned works and phrases, and using appropriate gestures to communicate basic needs. ESOL II is also designed for students to be able to read and comprehend literature at appropriate reading levels, as well as arranging sentences in paragraph form using appropriate formats.

ESOL III (50 minute class)

The four language skills (reading, writing, listening, speaking) are integrated in this course. It is designed for students to comprehend sequences of information on familiar topics as presented through stories, face-to-face conversations, and in contextualized settings. Students will also read, with a limited number of comprehension difficulties, grade-level materials. Students will be able to write reflective essays on their development as communicators in English and will write persuasively, showing an understanding of ideas, issues, and different points of view.*

ESOL IV (50 minute class)

Students in this course (which integrates the four language skills) will be able to comprehend detailed information with limited contextual clues on unfamiliar topics and comprehend concrete and abstract topics. Students will also recognize language subtleties in a variety of communicative settings. The course also focuses on sequencing, categorizing, and summarizing reading selections as well as writing compositions that have a clear beginning, middle, and ending.

American Literature is required for all ESOL students.

Basic Reading and Writing (Sheltered) Courses

Basic Reading and Writing courses: Levels I, II, III, and IV. These four courses are intended for students enrolled in the ESOL program. Students enrolled in ESOL I also enroll in Reading and Writing I, students in ESOL II take Reading and Writing II, and so on. These classes meet every other day and continue throughout both semesters in a year. Students receive 0.5 credits for each semester, and 1 credit for completion of an entire year of Basic Reading and Writing course. The classes alternate with Study Skills courses.

Sheltered Biology, Physical Science, World History, U.S. History, and American Literature courses follow the same objectives and standards as mainstream courses except that these courses are intended to accommodate the specific needs of Limited English Proficiency (LEP) students.

Basic Reading and Writing I (50 minute class)

This is a course for ESOL students who are at the beginning level of English proficiency. The course focuses on developing students' vocabulary knowledge and reading abilities. The majority of classroom activities are computer-based. Rosetta Stone software is used to help students develop vocabulary knowledge, reading skills, and listening skills. In addition, web-based vocabulary activities are used. Multi-level reading materials are used to help students develop reading skills.

Basic Reading and Writing II (50 minute class)

This course is aimed at students who are at a high beginning level of English proficiency. Content focuses on developing vocabulary knowledge, reading ability, and basic writing skills. Paragraph writing is introduced and reinforced through practice. Many class activities are computer based, and web-based reading activities are used to improve reading skills. Multi-level reading materials are also used.

Basic Reading and Writing III (50 minute class)

This course is intended for ESOL students who are at intermediate English-level proficiency. Intensive reading practice with academic passages and extensive reading practice with multi-level reading materials are used. Additionally, writing activities based on reading assignments are used to help students improve grammar knowledge and writing skills. The written essay is introduced and practiced.

Basic Reading and Writing IV (50 minute class)

Students in this course are identified as having high intermediate English proficiency. Intensive and extensive reading is integral to the course. Writing activities based on reading assignments are also part of the course. The writing process—discussion, organization, writing, revision, editing, and publishing—is used to assist student development of essay-writing skills.

ESOL Study Skills Courses

Study Skills courses for ESOL students are intended to teach vital study skills to students with limited English language skills. Course material and presentation are appropriate to students' language abilities and meet specific student needs in developing second language acquisition.

ESOL Study Skills I (50 minute class)

Students participate in intensive practice in the structure of English grammar, including guided practice in writing. Oral proficiency is practiced through classroom discussion. Students also review test-taking techniques and time-management skills. Students are provided with structured study time for sheltered and mainstream class assignments.

ESOL Study Skills II (50 minute class)

Students participate in intensive practice of English grammar and writing. Increased oral proficiency is developed through advanced classroom discussion. Test-taking and time-management skills are enhanced and refined. Structured study time for other classes is provided.

ESOL Study Skills III (50 minute class)

English grammar and writing skills are practiced and refined in this course. Advanced classroom discussion is intended to enhance students' English language skills. Students are provided structured study time, and preparation for Georgia High School Graduation Tests is provided.

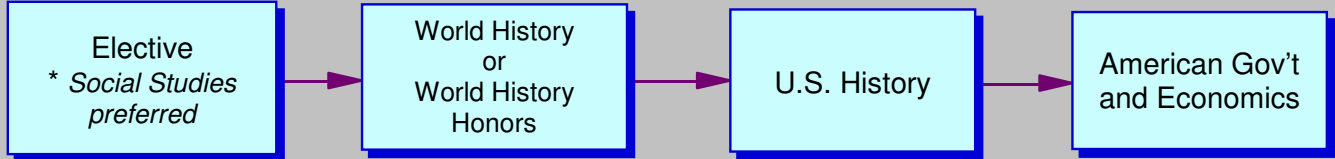
ESOL Study Skills IV (50 minute class)

Further practice with English grammar and writing is provided. Advanced oral proficiency is mastered through classroom discussions. The course will provide intensive preparation for Georgia High School Graduation Tests.

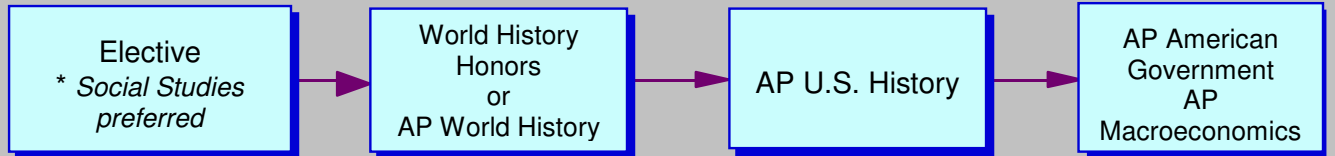
Social Studies

course sequence for 2007 Freshmen

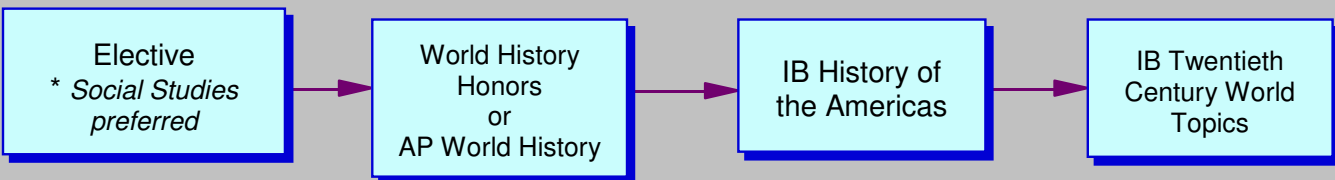
College Preparatory and Career Technical Option



Advanced Placement Option



International Baccalaureate Option



Social Studies

Course name	Prerequisites	Special Needs
World History		This course or its substitute (World History Honors or AP World History) is required for all Georgia high school graduates to earn a College Prep diploma seal.
World History Honors	Teacher recommendation preferred	
U.S. History		EOCT exam (May); This course or its substitute (AP U.S. History or IB History of the Americas) is required for all Georgia high school graduates.
AP U.S. History	Teacher recommendation preferred	EOCT (May); AP exam (May); Summer Reading
American Government .5 Unit of Credit / 1 semester	Grade 12	Paired with Economics/Business; This course or its substitute (AP U.S. Government) is required for all Georgia high school graduates.
AP U.S. Government	Teacher recommendation preferred	AP exam (May); Summer Reading
Economics/Business .5 Unit of Credit / 1 semester	Grade 12	EOCT exam; Paired with American Government; This course or its substitute (AP Macroeconomics) is required for all Georgia high school graduates.
AP Macroeconomics	Teacher recommendation preferred	EOCT exam (May); AP exam (May); Summer Reading
World Geography		Social Studies elective
Current Issues .5 Unit of Credit / 1 semester	Grades 11-12 World History	Social Studies elective; May be paired with another 1 semester Social Studies elective
Individual and the Law .5 Unit of Credit / 1 semester	Grades 11-12 World History	Social Studies elective; May be paired with another 1 semester Social Studies elective
Psychology .5 Unit of Credit / 1 semester	Grades 10-12	Social Studies elective; May be paired with another 1 semester Social Studies elective
Sociology .5 Unit of Credit / 1 semester	Grades 10-12	Social Studies elective; May be paired with another 1 semester Social Studies elective
Georgia Academic Decathlon	Teacher recommendation preferred	Social Studies elective
AP Comparative Government and Politics	Teacher recommendation preferred	AP exam (May); Summer Reading; This elective course <u>IS NOT</u> a substitute for the American Government course required of all Georgia high school graduates.
AP European History	Teacher recommendation preferred	AP exam (May); Summer Reading
AP Human Geography	Teacher recommendation preferred	AP exam (May); Summer Reading
AP Psychology	Teacher recommendation preferred	AP exam (May); Summer Reading
AP World History	Teacher recommendation preferred	AP exam (May); Summer Reading
IB Psychology (SFHS) *Course description in IB section	Grades 11-12; *Course description in IB section of guide	IB Exam (May); Summer Reading; Independent Experimental Study / Research Project
IB History of the Americas (SFHS) *Course description in IB section	Grade 11; Teacher recommendation preferred	IB Exam (May/12 th grade year); Summer Reading; 1 st course in required 2 year IB Diploma course sequence
IB 20 th Century World Topics (SFHS) *Course description in IB section	Grade 12 IB History of the Americas	IB Exam (May/12 th grade year); Summer Reading; 2 nd course in required 2 year IB Diploma course sequence
IB Theory of Knowledge (SFHS) *Course description in IB section	Grades 11-12; Teacher recommendation preferred; TOK teacher interview	Summer reading; TOK Presentation and Project; Open to all students (space limitations may apply)

Social Studies

World History (50 minute class)

This year-long, one credit required course serves as a comprehensive, intensive study of major events & themes in world history. The course examines the political, cultural, economics and social development and growth of civilizations. The course curriculum covers the growth & development of ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation-states, nations in conflict, the merging interdependence of nations in the 20th century, and the study of change, continuity, and globalization at the beginning of the 21st century.

World History Honors (50 minute class)

This year-long, one credit course serves as a comprehensive, intensive study of major events & themes in world history. The course examines the political, cultural, economics and social development and growth of civilizations. The course curriculum covers the growth & development of ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation-states, nations in conflict, the merging interdependence of nations in the 20th century, and the study of change, continuity, and globalization at the beginning of the 21st century. Special attention is given to developing the critical thinking, test-taking, and writing skills needed to succeed in future Advanced Placement classes. Additional outside reading and document analysis are also incorporated into this course as part of the accelerated curriculum.

Advanced Placement World History (50 minute class)

This year-long, one-credit course conforms to the College Board topics for the Advanced Placement World History examination. It serves as a comprehensive, intensive study of major events & themes in world history. The course examines the political, cultural, economics and social development and growth of civilizations. The course curriculum covers the growth & development of ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation-states, nations in conflict, the merging interdependence of nations in the 20th century, and the study of change, continuity, and globalization at the beginning of the 21st century. The course curriculum is designed around the following themes: the dynamics of change & continuity across time; patterns and effects of interaction among societies and regions (trade, war, diplomacy & international organizations); the effects of technology, economics, and demography on people & the environment; systems of social structure and gender structure; cultural, intellectual, and religious developments; and changes in the function, structures and attitudes towards states & political identities. Students will develop a greater understanding of global relationships in varied human societies. This process combines selective factual knowledge and analytical skills. It requires thinking on an advanced level and great verbal and written skills.. Students are strongly encouraged to take the College Board AP World History examination upon completion of this course in May. Significant outside reading and assignments should be anticipated as part of the course.

United States History (50 minute class)

This year-long, one credit required course serves as a comprehensive, intensive study of major events and themes in United States History. The course curriculum includes a survey of the history of our country beginning with the Age of Exploration and ending with the early 21st century. Topics covered include colonial America, the American Revolution, the Critical Period, the Federalist Era, the Jeffersonian Era, the Age of Jackson, 19th Century Reform Movements, Sectionalism & the Civil War, Reconstruction, the Industrial Revolution, the Gilded Age, the Progressive Era, World War I, the Great Depression, World War II, the Cold War, the Civil Rights Movement, the Vietnam War, and recent events from the 1980s through the beginnings of the 21st century. ***A state mandated End of Course Test is required and counts 15% of the student's overall course grade.***

Advanced Placement United States History (50 minute class)

This year-long, one credit course conforms to the College Board topics for the Advanced Placement United States History examination. This college-level curriculum covers the topics of pre-Columbian societies, European discovery & settlement, colonial America, the American Revolution, the Constitution & the New Republic, the Age of Jefferson, nationalism, sectionalism, territorial expansion, the Civil War, Reconstruction, Industrialization, the progressive Era, World War I, the Great Depression & the New Deal, World War II, the Cold War, the Civil Rights Movement, the Vietnam War, and recent events from the 1980s through the beginnings of the 21st Century. The course is organized around the themes of American diversity, American identity, culture, demographic change, economics transformations, environment, globalization, politics & citizenship, reform, religion, slavery & its legacy, and war & diplomacy. ***A state mandated End of Course Test is required and counts 15% of the student's***

overall course grade. Students are strongly encouraged to take the College Board AP U.S. History examination at the completion of this course in May. Significant outside reading and assignments should be anticipated as a part of the course.

American Government (50 minute class)

This one semester, ½ credit required course provides a background in the philosophy, functions, and structure of the United States government. The course curriculum focuses on the philosophical foundations of the United States government, basic concepts and principles of the American system of government, the relationship of the national government to state governments & citizens, the roles and responsibilities of citizenship, participation in the political process, and the relationship of the individual to the law & legal system. This course stresses critical analysis of public issues while integrating & reinforcing social studies skills.

Advanced Placement Government & Politics: United States—AP American Government (50 minute class)

This year-long, one credit course conforms to the College Board topics for the Advanced Placement Government and Politics: United States examination. This college-level curriculum covers the concepts of federalism, separation of powers, influences on the formulation & adoption of the Constitution, political parties and elections, interest groups, institutions & policy processes, civil liberties, and civil rights. Students are strongly encouraged to take the College Board AP American Government examination at the completion of this course in May. Significant outside reading and assignments should be anticipated as a part of the course.

Economics/Business (50 minute class)

This one semester, ½ credit required course provides a basic foundation in the field of economics by focusing on the American economic system. The course curriculum covers fundamental economic concepts, comparative economic systems, microeconomics, international economic interdependence, and personal finance. Emphasis is placed upon the student's ability to analyze economic information critically and to make decisions concerning public issues. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

Advanced Placement Macroeconomics (50 minute class)

This year-long, one credit course conforms to the College Board topics for the Advanced Placement Macroeconomics examination. Students will receive a thorough examination of the principles of economics that apply to the functions of individual decision-makers (both consumers & producers) within the economic system. The course will emphasize the nature & functions of product markets, the study of factor markets, and the role of government in promoting greater efficiency and equity in the economy. The course curriculum will cover the topics of basic economic concepts; measurement of economic performance; national income & price determination; the financial sector; inflation, unemployment & stabilization policies; economic growth & productivity; and international trade & finance. **A state mandated End of Course Test is required and counts 15% of a student's overall course grade.** Students are strongly encouraged to take the College Board AP Macroeconomics examination at the completion of this course in May. Significant outside reading and assignments should be anticipated as a part of the course.

World Geography (50 minute class)

This year-long, one credit elective course serves as an introduction to both physical and cultural geography. After an introduction to geographic themes & concepts, students study each major regions 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 & food supply.

Current Issues (50 minute class)

This one semester, ½ credit elective course addresses the major socioeconomic and political events of the Post World War II era. Students will study the following: current social, economic & political issues; sources of information; the interaction of technology & society; the relationship between the environment & energy; criminal behavior; health & social welfare programs; education; immigration; human rights; issues surrounding the development & use of weapons of mass destruction; ideological & political conflict; world economic issues & international trade. A good historical understanding of these topics and well-developed communication skills (both oral & written) are strongly recommended for this course.

Individual and the Law (50 minute class)

This one semester, ½ credit elective course allows students to analyze the foundations and functions of the American legal system. This course examines the role of individuals, conflict resolution, legal concepts & terminology, types of laws, statutory law in Georgia, criminal law & procedures, the individual's relationship to the law, the federal court system, Georgia's court system, consumer & family law, the age of majority, driver's licensing, and major federal court decisions. This course aims to integrate and reinforce K-12 social studies skills.

Psychology (50 minute class)

This one semester, ½ credit elective course investigates the relationship of psychology to other sciences, the principles of psychology, contributions of major psychologists, the scientific method, uniqueness, experimental ethics, developmental psychology, heredity and environmental aspects of psychology, learning theory, memory & thinking types, biological bases of behavior, personality, intelligence, social disorders, awareness, emotion, motivation, conflict resolution, and research methods used in the study of psychology.

Sociology (50 minute class)

This one semester, ½ credit elective course serves as an introduction to the field of sociology. After an introduction to classic sociologists and theory, students will study the following topics: society & its five basic social institutions; cultural & structural influences on human belief and behavior; research & methods of sociology; population demographics, culture and its elements; the roles of sub-cultures in society; socialization; the social order and deviation; inequality in societies; race relations and civil rights; group conflicts in society; geriatrics; criminal behavior; poverty; domestic violence; public health issues; pluralistic vs. homogeneous societies; ethnocentrism; and the impact of urbanization industrialization on society.

Georgia Academic Decathlon (50 minute class)

In this one credit, year-long course, students work as a team to master a set curriculum of information in the following areas, Language and Literature, Social Science, Economics, Science, Art, Music, Mathematics, Written Expression, Public Speaking and Interviewing. The goal of the curriculum is to create a well-rounded student who can express themselves both verbally and in writing. Some of the skills students master in the course are how to think critically, how to interview, how to write and deliver a prepared speech, how to apply knowledge from other subjects to the set curriculum and how to work as part of a team.

Advanced Placement Government and Politics: Comparative--AP Comparative Government (50 minute class)

This year-long, one credit elective course conforms to the College Board topics for the Advanced Placement Government and Politics: Comparative Government examination. This course will introduce students to the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. The course curriculum will focus on the core countries of China, Great Britain, Mexico, Nigeria, Russia, and Iran. Themes addressed include sovereignty, authority & power; political institutions; citizens, society & the state; political & economic change; and public policy. Students are strongly encouraged to take the College Board AP Comparative Government & Politics examination at the completion of this course in May. Significant outside reading and assignments should be anticipated as a part of the course.

Advanced Placement European History (50 minute class)

This year-long, one credit elective course conforms to the College Board topics for the Advanced Placement European History examination. Students will acquire a knowledge of the events & movements that occurred in Europe during the time period from 1450 AD to the present. These events and movements are explored through three themes: intellectual and cultural history, political & diplomatic history, and social & economic history. In addition, students learn the skills of document analysis, historiography, and analytical essay composition. Students are strongly encouraged to take the College Board AP European History examination at the completion of this course in May. Significant outside reading and assignments should be anticipated as a part of the course.

Advanced Placement Human Geography (50 minute class)

This year-long, one credit elective course conforms to the College Board topics for the Advanced Placement Human Geography examination. It introduces students to the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Topics covered include Population, Cultural Processes, Cities and Urban Land Use, Industrialization and Economic Development, Agriculture and Rural Land Use and the Political Use of Space. The course curriculum is organized around the themes that will allow students to: use and think about maps & spatial data; understand & interpret the implications of associations among phenomena in places; recognize and interpret at different scales the relationships among patterns and processes; define regions and evaluate the regionalization process; and characterize and analyze changing interconnections among places; Students are strongly encouraged to take the College Board AP Human Geography exam upon the completion of this course in May. Significant outside reading and assignments should be anticipated as part of the course.

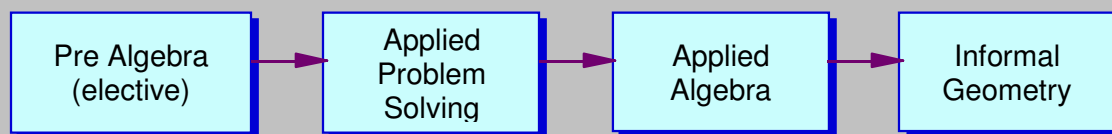
Advanced Placement Psychology (50 minute class)

This year-long, one credit elective course conforms to the College Board topics for the Advanced Placement Psychology examination. This course is designed to introduce students to the systematic and scientific study of the behavior & mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Course topics include: Psychological History & Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Testing & Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; and Social Psychology. Students are strongly encouraged to take the College Board AP Comparative Government & Politics examination at the completion of this course in May. Significant outside reading and assignments should be anticipated as a part of the course.

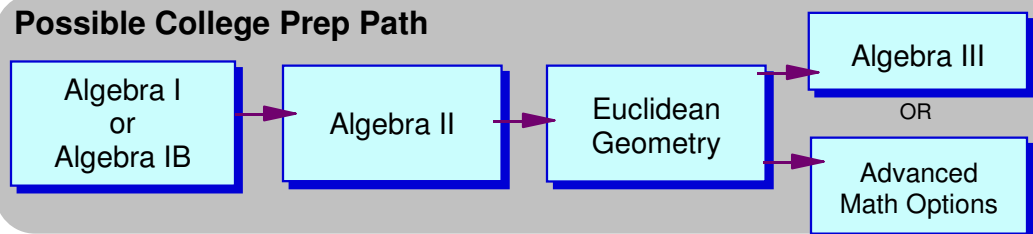
Mathematics

course sequence

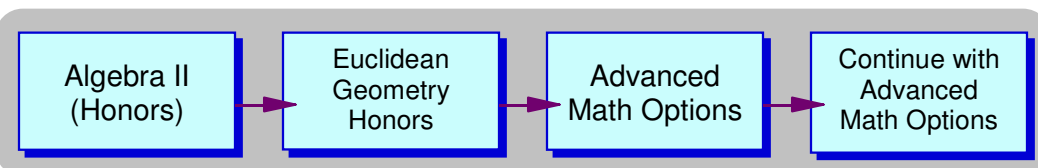
Possible Career/Tech Path



Possible College Prep Path



Or



Advanced Math Options

Advanced Algebra / Trig
Analysis
AP Calculus AB
AP Calculus BC
AP Statistics

Calculus
IB Math HL (2008; SFHS only)
IB Math Studies SL (SFHS only)
Statistics

Mathematics

Course Name	Prerequisites	Special Needs
Pre-Algebra	Teacher recommendation	Elective credit
Applied Problem Solving	Teacher recommendation	
Applied Algebra	Applied Problem-Solving	EOCT
Informal Geometry	Applied Algebra	EOCT
Math Money Management	Applied Algebra (Senior Level Course)	
CAD Math	Exposure to Geometry	
Algebra I	Teacher recommendation	EOCT
Algebra I-B	Completion of first half of Algebra I in middle school and Teacher recommendation	EOCT
Algebra II	Algebra I	
Algebra II Honors	Algebra I and teacher recommendation	
Euclidean Geometry	Algebra II (however, with teacher recommendation, Algebra II may be taken concurrently)	EOCT
Euclidean Geometry Honors	Algebra II Honors or Algebra II or and teacher recommendation (however, with teacher recommendation, Alg II or Alg II Honors may be taken concurrently)	EOCT
Algebra III	Senior Level Course Algebra II, Euclidean Geometry	
Advanced Algebra/ Trig	Algebra II, Euclidean Geometry and teacher recommendation	
Statistics	Algebra II	
AP Statistics	Algebra II Honors or Algebra II and teacher recommendation	AP Exam (May)
Analysis	Algebra II Honors, Euclidean Geometry Honors (department chair recommendation needed if honors classes were not taken)	
IB Math Studies SL	Advanced Algebra/Trig (or Analysis) and teacher recommendation	IB Exam (May)
Calculus	Adv. Algebra/Trig (or Analysis) and teacher recommendation	IB Exam (May)
AP Calculus AB (year long course, 50-min)	Analysis and/or IB Math Studies and teacher recommendation	
AP Calculus AB/BC (two semester course, 100-min)	Analysis and/or IB Math Studies and teacher recommendation	AP Exam (May)
AP Calculus BC (year long course, 50-min)	AP Calculus AB	AP Exam (May)

Mathematics

Calculator Usage: *Calculator usage varies from one mathematics course to another, depending upon the course objectives and content. A substantial portion of the mathematics curriculum encourages and promotes the use of calculators to enhance understanding of the concepts. **A scientific calculator is required in all math classes** (TI-30XIIS recommended); a graphing calculator and a scientific calculator are required in all classes above Algebra II. The department recommends a TI-84 plus if the student is purchasing a graphing calculator.*

Pre Algebra (50 minute class)

Students are introduced to algebraic and geometric concepts with an emphasis toward hands-on modeling for concepts of addition, subtraction, multiplication, division, evaluating expressions, solving equations and inequalities, and exploring characteristics of geometric figures. This course is designed for students in the Technology/Career Education program and/or for students who do not meet standard on the math portion of the 8th grade CRCT. Successful completion results in one unit of elective credit.

Applied Problem Solving (50 minute class)

Successful completion of Applied Problem Solving and the next course, Applied Algebra, meet the algebra requirement for high school graduation. Although these two courses can be used in a college preparatory program if followed by successful completion of Geometry and Algebra II, this sequence of courses is not recommended by the Mathematics Department. This course is designed for students in the Career/Technical Education program. The applied mathematics courses emphasize problem-solving applications. Laboratory activities may include, but are not limited to, the use of calculators, drawing aids, and measuring equipment. The major goal of these courses is to provide a learning environment that focuses on problem solving and critical thinking skills.

Applied Algebra (50 minute class)

This course is designed for students in the Career/Technical Education Program of Study. Successful completion of Applied Problem Solving and the next course, Applied Algebra, meet the algebra requirement for high school graduation. Although these two courses can be used in a college preparatory program if followed by successful completion of Geometry and Algebra II, it is not recommended as the best course of action by the Mathematics Department. Students in a college preparatory program taking this sequence of course should check with the college or university of their choice for specific admission requirement. The applied mathematics courses emphasize problem-solving applications. Laboratory activities may include, but are not limited to, the use of calculators, drawing aids, and measuring equipment. The major goal of these courses is to provide a learning environment that focuses on problem solving and critical thinking skills. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

Informal Geometry (Career/Tech) (50 minute class)

This course is designed for students in the Career/Technical Education Program of Study. Informal Geometry focuses on the concepts and skills associated with geometry and include the use of traditional geometric logic, but does not require the completion or creation of proofs. **A state mandated End of Course Test is required and counts 15% of the student's overall course grade.**

CAD Math (Career/Tech) (50 minute class)

This course is designed to meet the needs of a Career/Technical Prep student in the fourth year of mathematics. This course teaches and reinforces the concepts of Geometry and Algebra. The focus of the class will be to make the schoolwork relevant to the student by using AutoCAD as the tool for implementation of applications. This course can also be an elective course for college-prep students seeking exposure to drafting software.

Math Money Management (Career/Tech) (50 minute class)

Students in the Career/Technology Education program taking this course will earn a mathematics credit. In Math Money Management, skills will be studied using project-based activities in order for students to make informed decisions about money management. This course is a senior-level course.

Algebra 1-B (50 minute class)

This course completes the algebra one course of study started in the middle school. Because it is the second half of the algebra one sequence of study the student must have mastered the prerequisite material to be recommended for placement in this course. The course culminates with the study of radical expressions, and their applications to the solution of quadratic equations using the quadratic formula and to problems involving the Pythagorean Theorem. ***A state mandated End of Course Test is required and counts 15% of a student's overall course grade.***

Algebra I (50 minute class)

This course includes the study of real numbers, variable expressions, linear equations and inequalities, rational expressions, quadratic expressions and equations, graphing in the Cartesian plane, and radical expressions. ***A state mandated End of Course Test is required and counts 15% of the student's overall course grade.***

Algebra II (50 minute class)

Algebra II is a college-prep course designed to expand the study of algebra far beyond Algebra I and emphasizes function. The course expands the study of polynomial functions, introduces exponential and logarithmic functions and extends the understanding of number systems to complex numbers. Great care is taken to review and expand topics from Algebra I, not re-teach them.

Algebra II Honors (50 minute class)

This course is differentiated from Algebra II by the pace and method of instruction as well as the level of mastery of algebra. Students taking this course will take Analysis which omits the further study of algebra; therefore the students are expected to master Rational Zero Theorem, radical and rational equations and exponential and logarithmic equations. This course is designed to prepare the student for AP Calculus.

Algebra III (50 minute class)

Algebra III is a college-prep course intended for the student who has successfully completed Algebra I, Algebra II, and Geometry. This course is not designed to be the final high school course for students who are pursuing a career that requires extensive mathematical or scientific background. Algebra III provides opportunities to compare and contrast problem solving strategies using available technology and topics from Algebra I, Algebra II, Geometry, Statistics, and Trigonometry.

Advanced Algebra and Trigonometry (50 minute class)

This course is a carefully synchronized combination of advanced algebra, trigonometry, elementary analysis, and analytical geometry. Its purpose is to provide a strong foundation for higher mathematics.

Euclidean Geometry (50 minute class)

This course provides a visual approach to conceptualizing that uses informal and formal logical reasoning processes including deductive and inductive reasoning, coordinate, and transformational approaches to study congruence, similarity, parallelism, symmetry, and perpendicularity. The integration of algebraic skills and concepts to solve geometric problems is stressed. ***A state mandated End of Course Test is required and counts 15% of the student's overall course grade.***

Euclidean Geometry Honors (50 minute class)

This course is differentiated from Euclidean Geometry by the pace and method of instruction as well as the depth of study of geometry. Emphasis will be on developing an axiomatic system through proof. This course is designed to prepare the student for AP Calculus. ***A state mandated End of Course Test is required and counts 15% of the student's overall course grade.***

Statistics (50 minute class)

This course enables students to apply statistical methods in problem solving using data collected through experimentation, computer simulations, and various sources. It provides opportunities for the student to model statistical methods, derive probabilities and to make inferences. It presents applications of statistics in real-life situations and shows how misleading statistics could be presented more accurately.

AP Statistics (50 minute class)

AP Statistics is a course in the Advanced Placement (AP) Program developed by the College Board. AP Statistics is designed to be the secondary school equivalent, upon taking the Advanced Placement Examination, to a one-semester, introductory, non-calculus based, college course in statistics. Its purpose is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. AP Statistics has four themes: exploring data, planning a study, anticipating patterns, and statistical inference. ***Students enrolled in this course are expected to take the Advanced Placement examination in AP Statistics in May.***

Analysis (Pre-Calculus) (50 minute class)

The course presumes mastery of advanced algebra and will cover all topics and content standards detailed in Trigonometry, plus additional standards from the following topics: problem solving/reasoning/estimation, relations and functions, trigonometry; analytical geometry, complex numbers, set theory and logic. The course is designed for the student who will take AP Calculus.

Calculus (50 minute class)

Calculus includes the study of elementary functions, limits and continuity, derivatives, differentiation, application of derivatives, integrations and applications of the integral.

AP Calculus AB (year-long 50 min) requires math department approval

AP Calculus AB is a course in the Advanced Placement (AP) Program developed by the College Board. The course content follows the curriculum necessary for successful performance on the Advanced Placement Examination given by College Board. Topics included in this course include elementary functions, limits and continuity, and differential and integral calculus. As different colleges have different criteria for placement and for calculus credit, we suggest that the student make inquiries at their colleges of interest, to determine the score necessary for credit and for placement. ***Students enrolled in this course are expected to take the Advanced Placement examination in AP Calculus AB in May.***

AP Calculus BC (year-long 50 min) requires math department approval

AP Calculus BC is a course in the Advanced Placement (AP) Program developed by the College Board. The prerequisite for this class is AP Calculus AB. AP Calculus BC is a continuation of the AP Calculus AB curriculum and is designed to prepare the student for the Advanced Placement exam in Calculus BC. In addition to the topics covered in AP Calculus AB (see above), AP Calculus BC includes advanced techniques and applications of differential and integral calculus, differential equations, and calculus as it relates to sequences and series, parametric, and polar equations. As different colleges have different criteria for placement and for calculus credit, we suggest that the student make inquiries at their colleges of interest, to determine the score necessary for credit and for placement. ***Students enrolled in this course are expected to take the Advanced Placement examination in AP Calculus BC in May.***

AP Calculus AB/ AP Calculus BC (year-long 100 min) requires math department approval

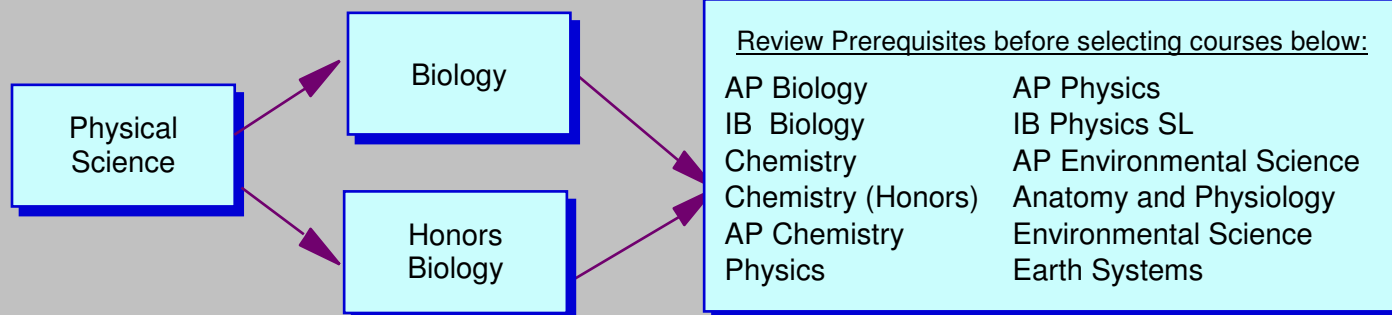
AP Calculus AB and AP Calculus BC are courses in the Advanced Placement (AP) Program developed by the College Board. This selection of classes is taught as two linked classes with first semester as AP Calculus AB and second semester AP Calculus BC. (See above for the topics taught in both AP Calculus AB and AP Calculus BC.) As different colleges have different criteria for placement and for calculus credit, we suggest that the student make inquiries at their colleges of interest, to determine the score necessary for credit and for placement. ***Students enrolled in this course are expected to take the Advanced Placement examination in AP Calculus BC in May.***

Science

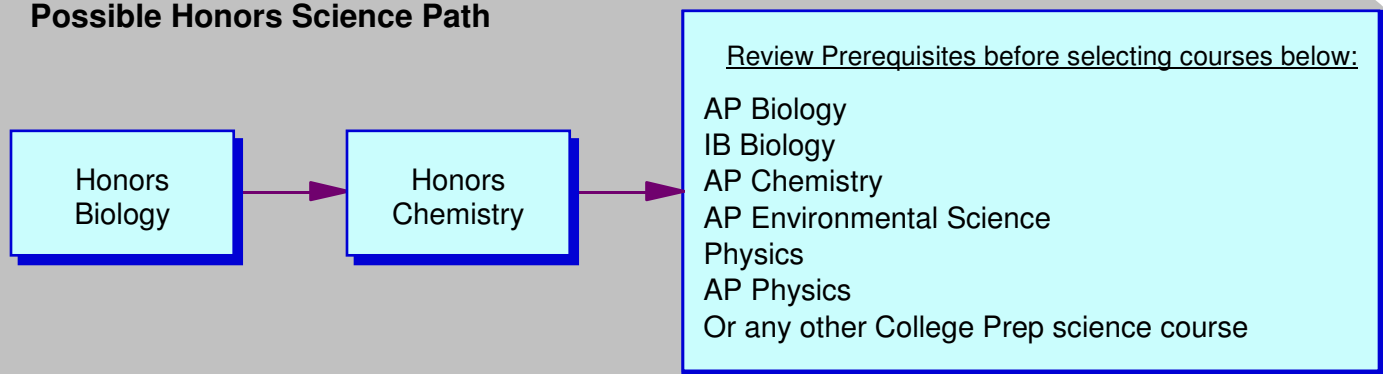
Flowcharts are intended to be a guideline.
Students must adhere to prerequisites.

course sequence

Possible College Prep or Career Tech Path



Possible Honors Science Path



Required Science Classes (3 total)

- Life Science
- Physical Science
- One additional Lab science

Students are encouraged to pursue more than just the required three science courses

Science

Course Name	Prerequisites	Special Needs
Physical Science		EOCT
Biology	Physical Science	EOCT
Biology (Honors)	Teacher Recommendation	EOCT
Chemistry	Biology and Algebra II co-requisite	
Chemistry (Honors)	Teacher Recommendation, Biology (Honors Highly Recommended), Algebra II Prerequisite	
Physics	Advanced Algebra/Trig co-requisite	
Anatomy and Physiology	Physical Science or Chemistry and Biology	
Environmental Science	Physical Science or Chemistry and Biology	
Earth Systems	Physical Science or Chemistry and Biology	
AP Biology	Biology and Chemistry – Honors Highly Recommended	AP Exam in May
AP Chemistry	Chemistry – Honors Highly Recommended	AP Exam in May
AP Physics	Physics – Highly Recommended	AP Exam in May
AP Environmental Science	Biology & Chemistry	AP Exam in May
IB Biology SL	Physical Science or Chemistry and Biology	IB Exam in May
IB Physics SL	Physical Science or Chemistry and Biology	IB Exam in May

Science

Physical Science (50 minute class)

This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. ***A state mandated End of Course Test is required and counts 15% of the student's overall course grade.***

Biology (50 minute class)

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

A state mandated End of Course Test is required and counts 15% of the student's overall course grade.

Biology (Honors) (50 minute class)

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Other topics and instructional methods specific to preparing students for the rigors of future honors science courses, Advanced Placement, and IB science courses are also included. ***A state mandated End of Course Test is required and counts 15% of the student's overall course grade.***

Chemistry (50 minute class)

The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

Chemistry (Honors) (50 minute class)

The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. Other topics specific to preparing students for the rigors of an Advanced Placement course will be integrated throughout the course. The rigor and instructional techniques will model the Advanced Placement course requirements as much as possible.

Physics (50 minute class)

The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

Human Anatomy/Physiology (50 minute class)

The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. The course integrates careers related to medicine, research, health-care and modern medical technology and utilizes case studies concerning diseases, disorders and ailments.

Environmental Science (50 minute class)

The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. It integrates the study of many components of our environment, including the human impact on our planet. The concepts integrated into this course include: flow of energy & cycling of matter, interconnection of all life, stability and change in an ecosystem, conservation and resource allocation, and evaluation of human activity and technology.

Earth Systems (50 minute class)

Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth.

Advanced Placement Biology (50 minute class)

This course conforms to the College Board topics for the Advanced Placement Biology Examination. The major themes of the course as indicated by the AP Biology course guide include molecules and cells, heredity and evolution, and organisms and populations. Students are expected to take the AP Biology exam in May. This course requires a rigorous college level lab component and utilizes a college text.

Advanced Placement Chemistry (50 minute class)

This course conforms to the College Board topics for the Advanced Placement Chemistry Examination. The major themes for this course as indicated by the AP Chemistry course guide include the structure of matter, the states of matter, reactions, descriptive chemistry, and college level chemistry laboratories. Students are expected to take the AP Chemistry exam in May. This course requires a rigorous college level lab component and utilizes a college text.

Advanced Placement Physics B (50 minute class)

This course conforms to College Board topics for the Advanced Placement Physics B Examination. AP Physics B includes topics in classical and modern physics and utilizes algebra and trigonometric problem solving methods. The major themes for this course as indicated by the AP Physics B course guide include Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students are expected to take the AP exam in May. This course requires a rigorous college level lab component and utilizes a college text.

AP Environmental Science (50 minute class)

This course conforms to College Board topics for the Advanced Placement Environmental Science Examination. The major themes for this course as indicated by the AP Environmental Science course guide include Earth systems and resources, the living world, populations, land and water use, energy resources and consumption, pollution, and global change. Students are expected to take the AP exam in May. This course requires a rigorous college level lab component and utilizes a college text.

Foreign Language

Course name	Prerequisites	Additional Requirements
Spanish I		Spanish dictionary
Spanish II	Spanish I	Spanish dictionary
Spanish III	Spanish II	Spanish dictionary
Spanish IV	Spanish III or Spanish/Native Speakers II	Spanish dictionary
Spanish VI	Spanish IV	Spanish dictionary
AP Spanish Language	Spanish IV or Spanish/Native Speakers II	Spanish dictionary; AP exam in May
AP Spanish Literature –	Spanish IV or Spanish/Native Speakers II	Spanish dictionary; AP exam in May
IB Spanish	Spanish IV	Spanish dictionary; internal assessments and exams in May
Spanish for Native Speakers I –		Spanish dictionary
Spanish for Native Speakers II –	Spanish for Native Speakers I or teacher recommendation	Spanish dictionary
French I		French dictionary
French II	French I	French dictionary
French III :	French II	French dictionary
French IV:	French III	French dictionary
French VI		French dictionary
AP French Language	French IV	French dictionary; AP exam in May
AP French Literature –	AP French Language or IB French I; teacher recommendation	French dictionary; AP exam in May
IB French	French IV	French dictionary; internal assessments and exam in May
German I		German dictionary
German II	German I	German dictionary
German III	German II	German dictionary
German IV	German III	German dictionary
AP German Language	German IV	German dictionary; AP exam in May
Latin I		Latin dictionary
Latin II	Latin I	Latin dictionary
Latin III	Latin II	Latin dictionary
Latin IV	Latin III	Latin dictionary
AP Latin Vergil	Latin IV	Latin dictionary; AP Exam in May
AP Latin Literature	Latin IV	Latin dictionary; AP Exam in May

Foreign Language

Students who plan to attend a college or university are strongly encouraged to continue foreign language study beyond Level II of a single language.

Spanish I (50 minute class)

Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.

Spanish II (50 minute class)

Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.

Spanish III (50/100 minute class)

Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.

Spanish IV (50/100 minute class)

Enhances Level Three skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures. The culture, literature and history of Spain are emphasized in this course.

Spanish VI (50/100 minute class)

Enhances Level Four skills in Spanish, provides opportunities to increase levels of proficiency in all skill areas and to deepen understanding of Spanish-speaking cultures. Offers further opportunities to study Spanish literature and advanced level topics. Conversation skills are emphasized. Heritage speakers of Spanish may not take this course.

Advanced Placement Spanish Language (50 minute class)

Conforms to College Board topics for the Advanced Placement Spanish Language examination emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, to compose expository passages and to speak accurately and fluently. Students enrolled in this course are expected to take the AP Spanish Language exam in May.

Advanced Placement Spanish Literature (50 minute class)

Conforms to College Board required authors and selected works for the Advanced Placement Spanish Literature examination. Emphasizes the ability to understand a lecture in Spanish and discuss literary topics in Spanish, to read Hispanic literary texts in all genres and to analyze critically form and content of literary works orally and in writing using appropriate terminology. Students complete the course by taking the AP Spanish Literature exam in May.

Spanish for Native Spanish Speakers I (50 minute class)

Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, 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 literate in Spanish. This course will develop reading, writing, speaking and listening skills. The student will also develop an awareness and understanding of Hispanic cultures, such as language variations, customs, geography and current events. Students will read and critically analyze authentic works of literature in Spanish.

Spanish for Native Spanish Speakers II (50 minute class)

Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are somewhat functional (can comprehend spoken Spanish but speak haltingly and need improvement in reading and/or writing) to those who are more proficient and literate in Spanish. This course will continue to develop reading, writing, speaking and listening skills and

will promote a deeper understanding of the Hispanic cultures, such as language variations, customs, geography, history, and current events. Students will read and critically analyze authentic works of literature in Spanish.

French I (50 minute class)

Introduces the French language; emphasizes all skills: listening, speaking, reading and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures.

French II (50 minute class)

Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading and writing skills in an integrated way. Provides continued practice on how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures.

French III (50/100 minute class)

Enhances Level Two skills in French and provides further opportunities to increase listening, speaking, reading and writing skills in an integrated way. Provides continued practice in previous topics and introduces intermediate grammatical structures and in-depth vocabulary; offers further opportunities to increase understanding of French-speaking cultures.

French IV (50/100 minute class)

Focuses on communication and increased proficiency in listening, speaking, reading and writing. A survey of the history, literature and art of France is part of this course. Provides continued language development through exploration of familiar and unfamiliar topics. Multiple opportunities are provided for students to use the language through small group activities and projects.

Advanced Placement French Language (50 minute class)

This course covers the equivalent of a third year college course in advanced composition and conversation. This course seeks to develop language skills (listening, speaking, reading and writing) with extensive training in the organization and writing of compositions. The objectives are as follows: 1) to further develop the ability to understand spoken and written French in various contexts; 2) to further develop a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts and other non-technical writings without dependence on a dictionary; and 3) to further develop the ability to express oneself coherently, resourcefully and with reasonable fluency and accuracy in both spoken and written French. Students are expected to take the AP French Language examination in May.

Advanced Placement French Literature (50 minute class)

This course is intended for qualified students who are interested in completing studies comparable in content and in difficulty to a third year college course in French literature. Classes will include close reading and extensive discussion of texts, with particular attention to character and theme, structure and style, and how these elements are related to the overall interpretation. To reach these goals, students will learn the techniques of literary analysis as well as a basic vocabulary of critical terms, both of which they need to use appropriately when studying French literary texts. Class discussion and essay writing in French are important components of this course. Students are expected to speak French throughout this course: It is taught entirely in French. Students are expected to take the AP French Literature exam in May.

German I (50 minute class)

Introduces the German language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of German-speaking cultures.

German II (50 minute class)

Enhances Level One skills in German and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of German-speaking cultures.

German III (50/100 minute class)

Enhances Level Two skills in German and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of German-speaking cultures.

German IV (50/100 minute class)

Enhances Level Three skills in German and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of German-speaking cultures.

to increase levels of proficiency in all skill areas and to increase understanding of German-speaking cultures.

German VI (50/100 minute class)

Enhances Level Five skills in German, provides opportunities to increase levels of proficiency in all skill areas and to deepen understanding of German-speaking cultures. Offers further opportunities to study German literature and advanced level topics.

Advanced Placement German Language (50 minute class)

Conforms to College Board topics for the Advanced Placement German Language Examination. Emphasizes having a strong command of vocabulary and structure, understanding spoken German, reading newspapers and magazines, contemporary fiction and non-technical writing without using a dictionary and expressing ideas orally and in writing accurately and fluently. Students are expected to take the AP German Language exam in May.

Latin I (50 minute class)

This course provides an introduction to the basic grammar, syntax, and vocabulary of Latin. A survey of Roman culture is included for understanding of Latin idiomatic expressions and appreciation of the ancient world. Commonly noted Latin expressions, as well as Latin-derived vocabulary, are emphasized to increase English oral proficiency.

Latin II (50 minute class)

This intermediate course expands on the basic grammatical studies of Latin I with an introduction of more complex constructions as students continue to increase their knowledge of Latin syntax and vocabulary. The course is enhanced by the study of Roman foods, education, leisure activities, and family life. Commonly noted Latin expressions, as well as Latin derived-vocabulary, are emphasized to increase English oral proficiency. Additionally, the course emphasizes the influence of ancient Roman language and civilization on Western language and civilization.

Latin III (50/100 minute class)

This advanced course continues the study of complex grammatical constructions found in the texts of Livy and Vergil. This course focuses on the historical background of the Roman Monarchy through the establishment of the Empire during the reign of Augustus. Students will read Latin selections that describe the accomplishments of such famous figures as Caesar, Cicero, Pompey and Augustus. The course explores the political, economic, and social characteristics represented in the works studied and examines the various writing styles of the authors.

Latin IV (50/100 minute class)

This advanced course is an appreciation of to Roman literature. It includes readings from a variety of prose and poetry selections. In the cultural context of Roman poetry, there will be a focus on the development of the Latin poetic form, meter, diction and poetic devices. To facilitate the student's appreciation of poetic allusions and context, an advanced study of mythology and history will also be included.

AP Latin Literature / AP Latin Vergil (offered in alternating years) (50 minute class)

Conforms to College Board required authors and selected works for the AP Latin Literature / AP Latin Vergil examination. The course emphasizes the translation and analysis of prescribed Latin texts. Students will continue the in-depth study of advanced grammar concepts. Students complete the course by taking the AP Latin Exam in May.

Physical Education

Course name	Prerequisites	
Personal Fitness	Required for graduation	<i>Students must purchase a uniform</i>
Health	Required for graduation	
General Physical Education I	Grades 9-10	<i>Students must purchase a uniform</i>
Introduction, Intermediate, and Advanced Team Sports	Grades 9-10	<i>Students must purchase a uniform</i>
Introduction, Intermediate, and Advanced to Lifetime Sports	Grades 9-10	<i>Students must purchase a uniform</i>
Weight Training		<i>Students must purchase a uniform</i>
Advanced Weight Training		<i>Students must purchase a uniform</i>
Beginning, Intermediate and Advanced Aerobic Dance	Grades 9-10	<i>Students must purchase a uniform</i>
Physical Conditioning		
Advanced Physical Conditioning		
Drivers Education		

Health and Personal Fitness

Provides instructions in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information: promotes self-awareness and responsibility for fitness.

Introduction, Intermediate, and Advanced Team Sports (50 minute class)

Introduces skills, strategies and rules associated with team sports such as basketball, volleyball, soccer, softball, team handball and flag football. Intermediate Team Sports enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, team handball and flag football. Advanced Team Sports provides opportunities to officiate and to enhance skills in team sports strategies.

Introduction, Intermediate, and Advanced Lifetime Sports (50 minute class)

The students will learn the terminology, rules and skills of various lifetime sports such as tennis, golf, badminton, and softball. Sportsmanship and safety are to be demonstrated. Intermediate Lifetime Sports enhances skills in lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating and skiing. Advanced Lifetime Sports allows students the opportunity to refine skills and explore technical aspects of lifetime sports.

Weight Training (50 minute class)

This course may be taken for credit more than once. See prerequisites for appropriate placement.

The student will participate in activities designed to improve his or her physical fitness. These will include activities in the areas of cardiovascular fitness, flexibility, muscular strength and endurance. Fitness testing will be included. The student will be shown lifts, safe spotting techniques and how to follow designed programs. Advanced coursework includes body sculpting and exercise/weight control. Students should specify their request for fall semester only, spring semester only, or both semesters.

Beginning and Intermediate Aerobic Dance (50 minute class)

This course allows students to learn exercises through aerobic workout and circuit training. Students improve physical fitness through low, high, and step aerobics routines. Music and aerobic videos are used.

General Physical Education (50 minute class)

This course focuses on any combination or variety of team sports, lifetime sports, and track and field events. The course provides basic methods to attain a healthy and active lifestyle.

Physical Conditioning (50 minute class)

Provides opportunities to perform choreographic routines to music and to increase strength, cardiovascular and muscular endurance and flexibility. Includes fitness concepts for developing healthy lifetime habits.

Drivers Education (50 minute class)

This course requires application and approval—see Drivers Education teacher by March 15th

Drivers Education is offered through a collaborative effort between the high schools and Forsyth County businesses. Students will be charged a \$100 lab fee for the course. Students must have a learner's driving permit at the beginning of the course. Through classroom instruction and use of driving simulators, students will complete the non-driving portion of the course during the school day. Actual driving instruction may be arranged with participating businesses at times other than during the school day, often for an additional fee. Please note that most auto insurance companies will not offer discounted premiums for classroom instruction alone.

Fine Arts

Course name	Prerequisites
Beginning Band	
Dance Composition	Audition with Band Director
Band (percussion)	Audition with Band Director
Intermediate Band I	Audition with Band Director
Intermediate Band II	Intermediate Band I and/or audition with Band Director
Intermediate Band III	Intermediate Band II and/or audition with Band Director
Intermediate Band IV	Intermediate Band III and/or audition with Band Director
Advanced Band I	Audition with Band Director
Advanced Band II	Advanced Band I and/or audition with Band Director
Advanced Band III	Intermediate Band II and/or audition with Band Director
Advanced Band IV	Intermediate Band II and/or audition with Band Director
Beginning Guitar Techniques I	
Advanced Drama I	Audition required with Theatre Director
Advanced Drama II	Audition required with Theatre Director
Dramatic Arts/Fundamentals I	
Dramatic Arts/Acting I	
Musical Theatre I	Audition with Chorus Director
Musical Theatre II	Musical Theatre I & Audition with Chorus Director
Musical Theatre III	Musical Theatre I, II & Audition with Chorus Director
Musical Theatre IV	Musical Theatre I, II, III & Audition with Chorus Director
Technical Theatre I	
Technical Theatre II	Technical Theatre I
Technical Theatre III	Technical Theatre II
Technical Theatre IV	Technical Theatre III
Beginning Keyboard Techniques I	
Beginning Keyboard Techniques II	
Beginning Keyboard Techniques III	
Beginning Keyboard Techniques IV	

Course name	Prerequisites
Beginning Orchestra I	
Beginning Orchestra II	
Beginning Orchestra III	
Beginning Orchestra IV	
Intermediate Ensemble I	
Intermediate Ensemble II	
Intermediate Ensemble III	
Intermediate Ensemble IV	
Beginning Mixed Chorus I	
Intermediate Mixed Chorus I	Audition with Choral Director
Intermediate Mixed Chorus II	Int. Mixed Chorus I and/or audition with Choral Director
Intermediate Mixed Chorus III	Int. Mixed Chorus II and/or audition with Choral Director
Intermediate Mixed Chorus IV	Int. Mixed Chorus III and/or audition with Choral Director
Advanced Mixed Chorus I	Audition with Chorus Director
Advanced Mixed Chorus II	Audition with Chorus Director
Advanced Mixed Chorus III	Audition with Chorus Director
Advanced Mixed Chorus IV	Audition with Chorus Director
Beginning Women's Chorus	
Intermediate Women's Chorus I	Audition with Choral Director
Intermediate Women's Chorus II	Int. Women's Chorus I and/or audition with Choral Director
Beginning Men's Chorus I	Audition with Choral Director
Beginning Men's Chorus II	
Intermediate Men's Chorus I	Audition with Choral Director
Intermediate Men's Chorus II	
Advanced Choral Ensemble I	Audition with Choral Director
Advanced Choral Ensemble II	
Advanced Choral Ensemble III	
Advanced Choral Ensemble IV	
Advanced Instrumental Ensemble	
Music Appreciation	
Music Theory I	
Music Theory II	
IB Music Theory	
Music History & Literature	

Course name	Prerequisites
AP History of Art	
Graphics I	
Graphics II	
Visual Arts I	
Visual Arts II	Visual Arts I
Visual Arts III	Visual Arts II
Visual Arts IV	Visual Arts III
Ceramics/Pottery I	Visual Arts I
Ceramics/Pottery II	Visual Arts I and Ceramics/Pottery I
Ceramics/Pottery III	Ceramics/Pottery I, II
Ceramics/Pottery IV	
Drawing I	Visual Arts I
Drawing II	Visual Arts I and Drawing I
AP Studio Drawing	
Jewelry and Metalcrafts I	Visual Arts I
Painting I	Visual Arts I
Painting II	
Sculpture I	Visual Arts I
Sculpture II	Visual Arts I and Sculpture I
Sculpture III	
Photography I	Visual Arts I, Teacher recommendation, Manual 35mm Camera, Lab Fee
Photography II	
Photography III	
Photography IV	
Applied Design	
IB Visual Art/Design	Visual Arts I and at least one other visual arts course
AP Studio: 2D Design	Teacher recommendation
AP Studio: 3D Design	Teacher recommendation
Newspaper I	Teacher recommendation
Newspaper II	Teacher recommendation
Newspaper III	Teacher recommendation
Newspaper IV	Teacher recommendation
Yearbook I	
Yearbook II	
Yearbook III	
Yearbook IV	

Music

Music Appreciation I (50 minute class)

Introduces production and performances, covers terminology elements of music, music reading, perspective listening, and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music.

Dance Composition (50 minute class)

Introduces dance composition; covers how to identify and execute the basic principles of composition (i.e., design, improvisation, use of qualities and musical forms). Concentrates on the development of themes and performance of multiple phrase composition. This is a performance class which emphasizes individual creativity, musicality, movement, staging, and the use of props and equipment in performance.

Beginning Band (50 minute class)

This course offers opportunities to develop performance skills on a wind or percussion instrument. No prior instrumental music experience is required. Music is of grade I, II and III. Students must make their own arrangements to purchase an instrument.

Intermediate Band (50 minute class)

Provides opportunities for musicians to increase performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis, historical and cultural contributions, and influences. Stresses self-paced progress, practice strategies, and group experiences. Music is of grades III, IV, and some V. Prior instrumental experience is required. Students should specify for both semesters or Spring semester only.

Advanced Band (50 minute class)

This is the highest level instrumental performing group available. Music is that of grades IV, V to VI. Students are required to be in both semesters in order to qualify for the ensemble.

Percussion Class (50 minute class)

Provides opportunity to develop percussion skills in all genres of music. Ensemble will be divided into performing groups based upon audition. This class is offered as a yearlong course. Students should sign up for a concert band class for Spring semester.

Beginning Guitar Techniques I (50 minute class)

This course introduces basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, air-guitar techniques, creative aspects of music and appreciation of music.

Beginning Mixed Chorus (50 minute class)

This class, for both men and women, provides an introduction to the basics of choral music performance. A variety of musical styles will be presented and required performances are an important part of the student's experience. Students should specify their request for fall semester only, spring semester only, or both semesters; however, both semesters are preferred.

Beginning Women's Chorus (50 minute class)

This class is for women only and provides an introduction to the basics of choral music performance. A variety of musical styles will be presented and required performances will be considered an important part of the student's experience. Students should specify their request for fall semester only, spring semester only, or both semesters; however, both semesters are preferred.

Intermediate & Advanced Mixed Chorus (50 minute class)

This class, for both men and women, provides a more advanced approach to choral music performance. A variety of musical styles will be presented and required performances are an important part of the student's experience. Students should specify their request for fall semester only, spring semester only, or both semesters; however, both semesters are preferred.

Intermediate Women's Chorus (50 minute class)

This class is for women only and provides a more advanced approach to choral music performance. A variety of musical styles will be presented and required performances will be considered an important part of the student's experience. Students should specify their request for fall semester only, spring semester only, or both semesters; however, both semesters are preferred.

Advanced Choral Ensemble (50 minute class)

Open for both men and women, this is the highest-level vocal performing group available. Advanced Choral Ensemble members are expected to possess self-discipline, musicianship, and commitment—all of which are necessary in attaining the highest possible level of choral performance. Performances and special rehearsals are required. Students must request Advanced Ensemble for both semesters.

Advanced Instrumental Ensemble (50 minute class)

Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. May include brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

Theatre/Dramatic Arts

Dramatic Arts/Fundamentals I – IV (50 minute class)

This class will introduce students to a variety of theatre disciplines including theatre history, notable playwrights, play writing, and primary aspects of production. Dramatic Arts/Fundamentals level two enhances level one skills by producing and studying children's theater in depth with performance opportunities. Level three further enhances skills by allowing students to produce and study literature as related to theater. Opportunities for performance are provided in level three.

Dramatic Arts/Acting I – IV (50 minute class)

Acting I introduces advanced acting processes. The course stresses developing imagination, observation, concentration powers and self-discipline. The course includes development of physical and vocal control while transmitting emotions, convictions and ideas. Self-confidence and self-awareness are enhanced. There is focus on scene study as well. Acting II expands upon Acting I skills with emphasis on classical and historical scene study. Acting III further refines Acting I and II skills with emphasis on monologue work, advanced scene study, extensive audio training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises. The Acting III course can also provide opportunities to compete in literary competitions and one-act play festivals.

Theatre Production/Advanced Drama I or II (50 minute class)

The art of performance will be explored in ever increasing depth as characterization techniques are practiced and developed. Vocal, Physical and Emotional characterization will be explored. In each production class the students will grow as an ensemble as they produce 1-2 full length plays performed as part of the theatre season.

Musical Theatre Production I – IV (50 minute class)

This course introduces the style and characteristic elements of musical theatre. It covers production staging, orchestration, voice and dance. The student will explore musical theatre as a theatrical genre. This class will produce a full length musical as part of the theatre season.

Technical Theatre I – IV (100 minute class)

This lab class will instruct students in the construction of every aspect of theatre including directing, designing (costumes, sets, makeup, and program), props house and stage management, publicity, and budget. Students enrolled in this class will work collectively and independently and will be responsible for producing the shows that are done during the semester.

Visual Arts / Graphics

Visual Arts I (50 minute class)

Visual Arts I is the prerequisite for all other art classes. Visual Arts I introduces art history, art criticism, aesthetic judgment and studio production. Emphasis is placed on the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. The course explores master artworks for historical and cultural significance.

Visual Arts II (50 minute class)

Visual Arts II enhances level-one skills in art history, art criticism, aesthetic judgment and studio production. The course emphasizes and reinforces knowledge and application of the design elements and their relationships to the principles of design. Different two- and three-dimensional art media and processes will be explored. Students will investigate master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.

Visual Arts III (50 minute class)

Visual Arts III enhances level-two skills in art history, art criticism, aesthetic judgment and studio productions. The course provides practice in applying design elements and principles of design. The course also provides focus on different two and three-dimensional art media and processes and master artworks. Idea development through production and creativity and through the study of master artists will be stressed.

Visual Arts/Graphics I (50 minute class)

Introduces graphic design as seen in posters, advertisements, logos, illustrations, signs and package or product designs. Covers selected graphic design elements, vocabulary and the media, tools, equipment, techniques, processes and styles used for graphics. Investigates the historical development of graphics design and its function in contemporary society. Stresses using the computer as a major design tool; explores career opportunities.

Visual Arts/Graphics II (50 minute class)

Enhances level-one skills in graphic design. Introduces advanced design problems and how to apply creative ideas using storyboards, layouts and models. Stresses use of vocabulary, tools, media, equipment and techniques in planning and producing the product.

Visual Arts/Graphics III (50 minute class)

Enhances level-two skills in graphic design. Covers how to plan and present creative design ideas; emphasizes design elements and principles, marketing psychology, production techniques and schedules. Explores the design team concept.

Visual Arts/Graphics IV (50 minute class)

Enhances level-three skills in graphic design. Further explores how to plan and present creative design ideas; emphasizes design elements and principles, marketing psychology, production techniques and schedules. Continues to explore the design team concept.

Ceramics/Pottery I (50 minute class)

This course introduces students to ceramics as an art form and emphasizes each of the different types of hand-building techniques, various types of surface decoration methods, firing processes, and basic wheel throwing techniques.

Ceramics/Pottery II (50 minute class)

This course builds on the skills introduced in Ceramics/Pottery I. Students will continue developing competency in wheel throwing and more complex hand-building techniques. Students are encouraged to use a variety of construction methods to express original ideas and concepts three-dimensionally. Basic glaze formulation, a variety of firing processes, basic sculptural processes, and surface decoration techniques will be stressed.

Ceramics/Pottery III (100 minute class)

This course allows students to improve skills developed in Ceramics/Pottery II with an emphasis on clay as an expressive medium. Students will develop greater consistency and skill in throwing and will use the wheel and hand-building processes to create original work. Students will also use clay as a sculptural medium and be introduced to careers in ceramics.

Drawing I or II (50 minute class)

Drawing classes teach various techniques with regard to materials used and subject matter. The following will be covered: correct use of all dry media; correct use and handling of the pen and ink medium; working on varied surfaces; scratchboard, crayon/oil pastel relief, collage, and mosaic. Students are required to explore many different subject areas, including life drawing, still life, landscape, and design. They must work in realism, expressionism, impressionism, and the abstract mode. Studies of famous artists are incorporated.

Jewelry and Metalcrafts I (50 minute class)

Students will use the elements of art and the principles of design to create jewelry. A variety of techniques will be taught to fashion custom-designed jewelry employing paper, clay, fabric, glass, leather, and metal. Simple traditional metal smithing will be introduced. Kiln work involving fused glass and precious metal clay will be explored. Other techniques used may include casting, bead-making, enameling, and keum boo (gold metal foiling).

Painting I (50 minute class)

While drawing is necessary in this class, most of the projects will consist of working with a combination of wet and dry media. Students are taught how to paint with various media. As with the drawing classes, the students must be introduced to and explore many different subject matters and artistic movements of the past and present.

Sculpture I (50 minute class)

This course enhances level one skills in sculpture and offers opportunities to apply sculpting techniques in a variety of media such as clay, wire, paper, papier maché, found objects, stone, plaster, and wood. Students study various sculptors, cultures, and periods of art history in which three-dimensional artwork played an important role. Art history, aesthetics, and art criticism, in addition to art production, are addressed.

Sculpture II (50 minute class)

This course enhances level two skills in sculpture and continues the opportunities for students to apply advanced sculpting techniques. Students continue to explore a variety of additive and subtractive methods of sculpting both relief and sculptures in the round. Again, art history, aesthetics, and art criticism, in addition to art production, are addressed.

Photography (50 minute class)

This course helps students produce photographs from a variety of objective, abstract and non-objective subjects and content. It teaches students to develop ideas, plans and produce a series of photographs within constraints of selected problems along with emphasis on particular elements of art and principles of design, emphasis on particular elements of art and principles of design, emphasis on a particular idea, concept or emotion. Students will be taught the safe and proper use of photographic tools and processes.

Applied Design (50 minute class)

This course introduces graphic design as seen in posters, advertisements, logo, illustrations, signs and package or product design. Students get real world experience designing for and presenting to clients. They also learn the basics of programs like InDesign, Photoshop and Illustrator.

AP Studio: 2D Design Portfolio (50 minute class)

Content of this course conforms to College Board standards for the Advanced Placement Studio Art 2D Design Portfolio Examination. Students are asked to demonstrate a conscious and deliberate application of the principles of design: unity, variety, balance, emphasis, contrast, proportion, scale, and rhythm in works of art. Any two-dimensional media may be submitted, including (but not limited to) graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking.

AP Studio: 3D Design Portfolio (50 minute class)

Content of this course conforms to College Board standards for the Advanced Placement Studio Art 3D Design Portfolio Examination. The 3D portfolio is intended to address a broad interpretation of sculptural issues in depth and space. The issues may include mass, volume, form plane, light, and texture. Such elements may be articulated through additive, subtractive, and/or fabrication processes.

Journalism

Journalism I (50 minute class)

This course is designed as an introduction to print media. Students will explore the history of American media and the responsibilities of the media. They will develop composition and grammatical skills through and in-depth study of news writing. This course further develops composition and grammatical skills through journalistic writing in areas such as features, editorials, sports, surveys and reviews.

Journalism II, III, IV (50 minute class)

This course introduces students to the production of a newspaper. Students will study staff organization, editing and layout, photography and advertising. Students will further their skills in editing and layout, photography and the selling and production of advertising. Students will also explore careers in print media as well as mass media as a whole.

Writers Workshop (50 minute class)

This elective course is designed for students to sharpen their powers of observation, their use of language, and their recognition of qualities of good literature through reading as well as writing. Poetry, short stories, drama, reviews, and personal narratives are some of the genres with which the students will experiment. In addition, basic elements of planning a literary magazine will be taught.

Newspaper I (50 minute class)

This course is designed as an introduction to print media. Students will explore the history of American media and the responsibilities of the media. They will develop composition and grammatical skills through and in-depth study of news writing. This course further develops composition and grammatical skills through journalistic writing in areas such as features, editorials, sports, surveys and reviews.

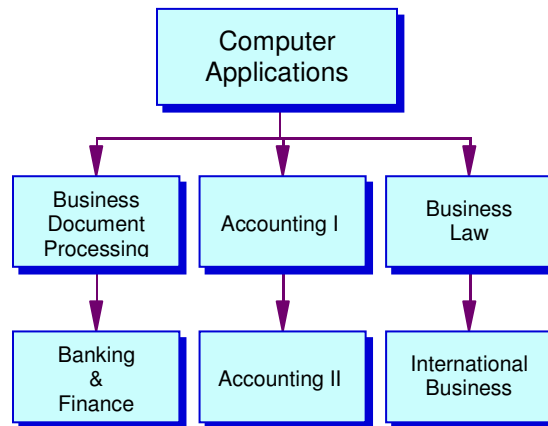
Newspaper II, III, IV (50 minute class)

This course introduces students to the production of a newspaper. Students will study staff organization, editing and layout, photography and advertising. Students will further their skills in editing and layout, photography and the selling and production of advertising. Students will also explore careers in print media as well as mass media as a whole.

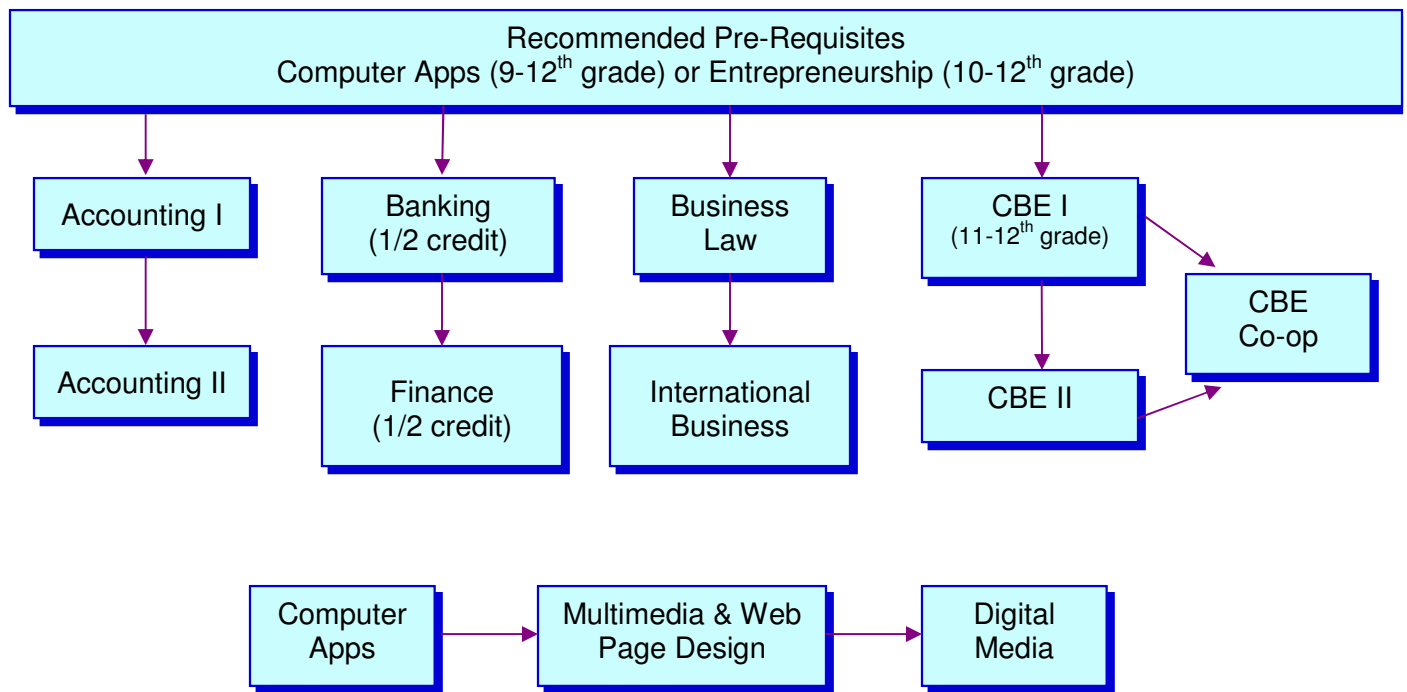
Career Tech

Recommended Sequences for Career Technology Diplomas

BUSINESS EDUCATION (SFHS / WFHS)



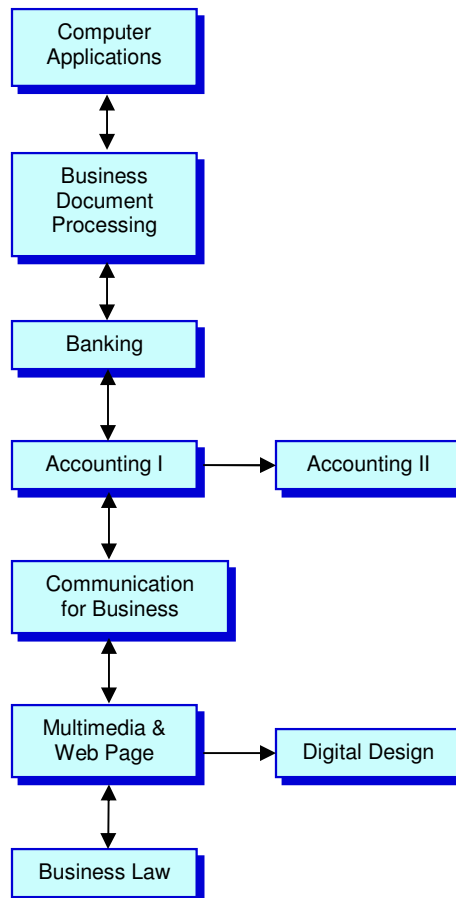
BUSINESS AND INFORMATION MANAGEMENT (FCHS)



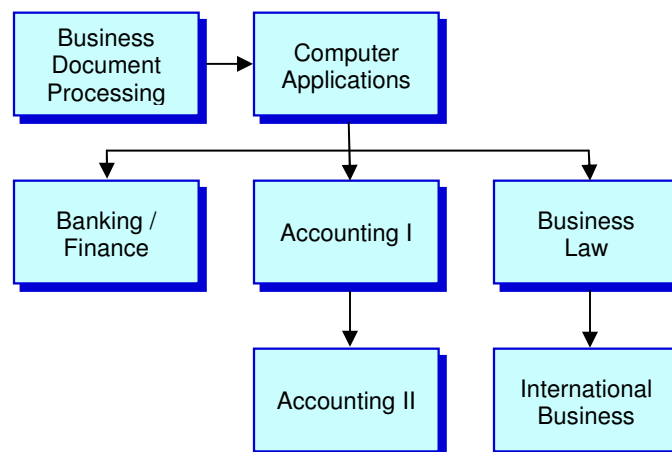
Career Tech

Recommended Sequences for Career Technology Diplomas

BUSINESS EDUCATION (NFHS)



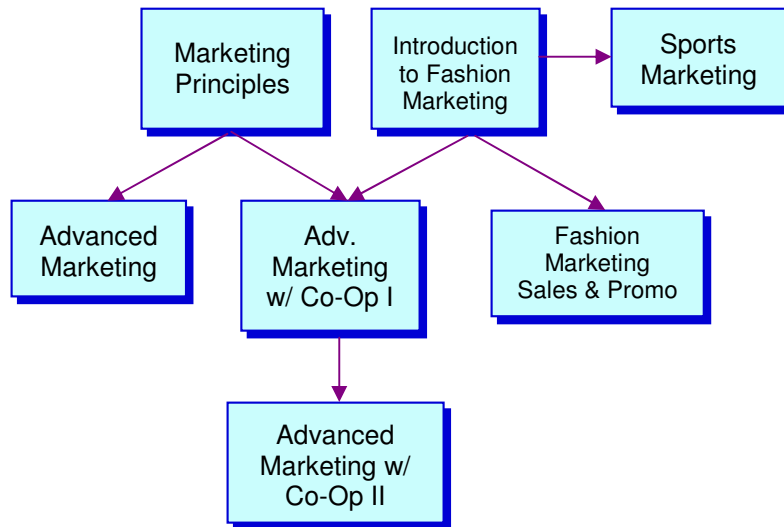
BUSINESS EDUCATION (WFHS)



Career Tech

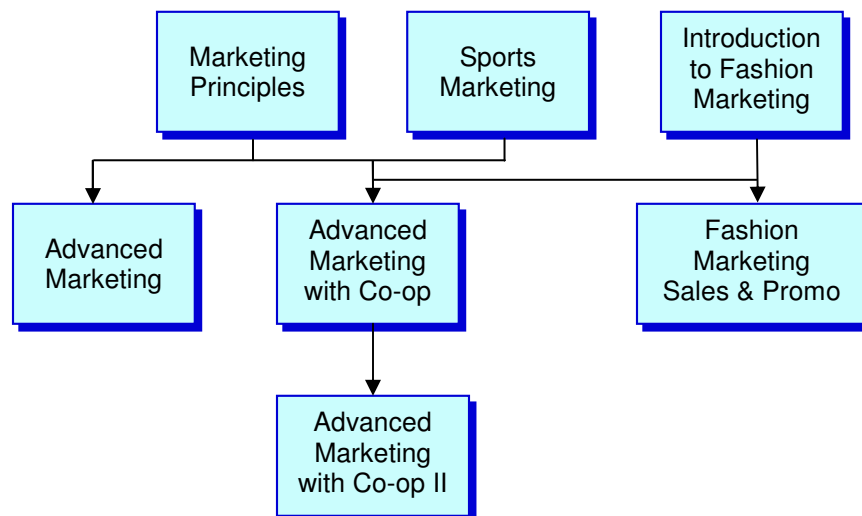
Recommended Sequences for Career Technology Diplomas

MARKETING EDUCATION (FCHS / NFHS / SFHS)



Choose another class from above that you have taken the prerequisite or a class from the Career Tech Elective page

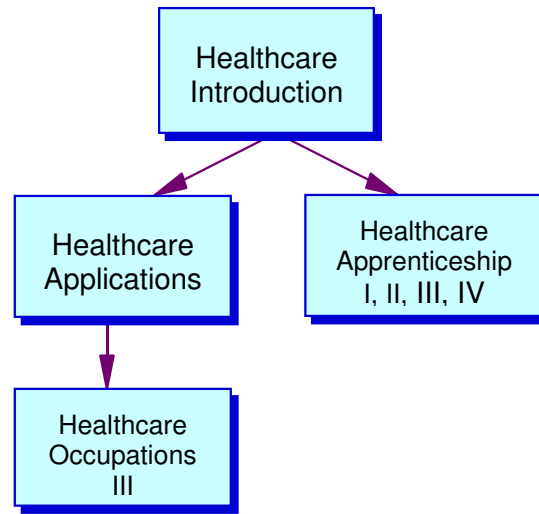
MARKETING EDUCATION (WFHS)



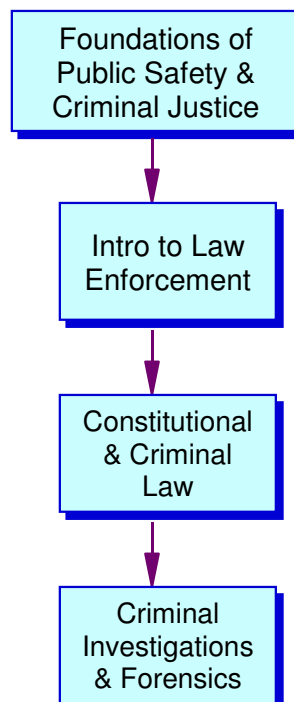
Career Tech

Recommended Sequences for Career Technology Diplomas

HEALTHCARE SCIENCE TECHNOLOGY (SFHS)



GOVERNMENT & PUBLIC SAFETY (WFHS)

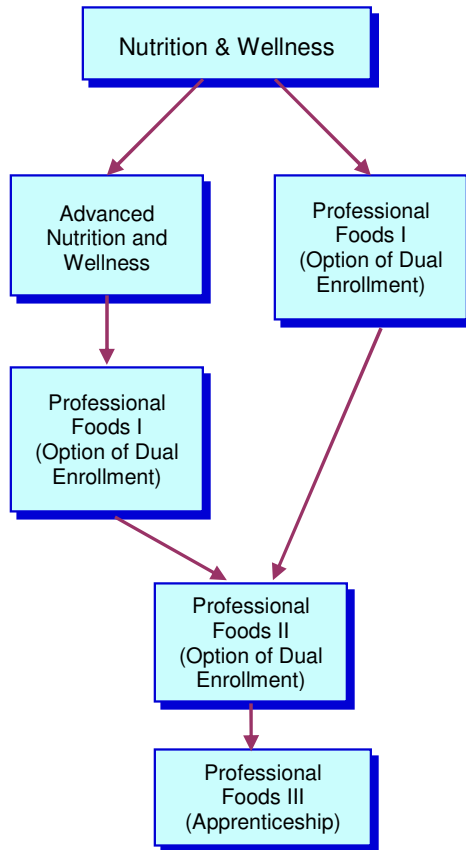


Career Tech

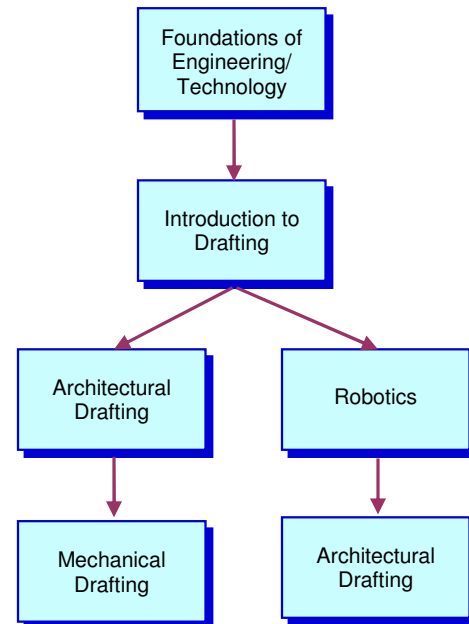
Flowcharts are intended to be a guideline.
Students must adhere to prerequisites.

Recommended Sequences for Career Technology Diplomas

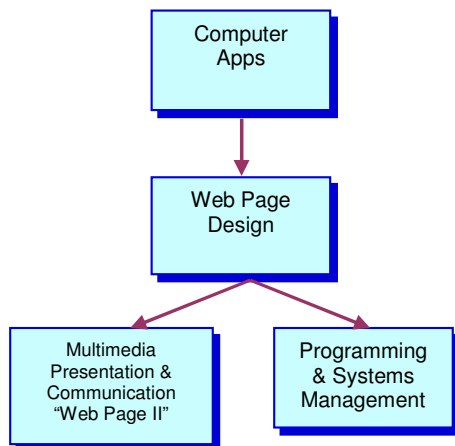
CULINARY ARTS (SFHS)



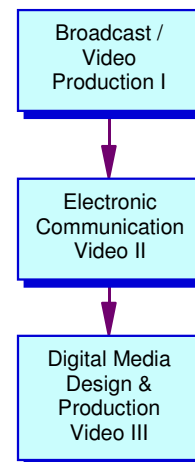
DRAFTING TECHNOLOGY (SFHS / FCHS)



DIGITAL MEDIA (NFHS / SFHS / FCHS / WFHS)



COMMUNICATIONS TECHNOLOGY (NFHS / SFHS / WFHS)

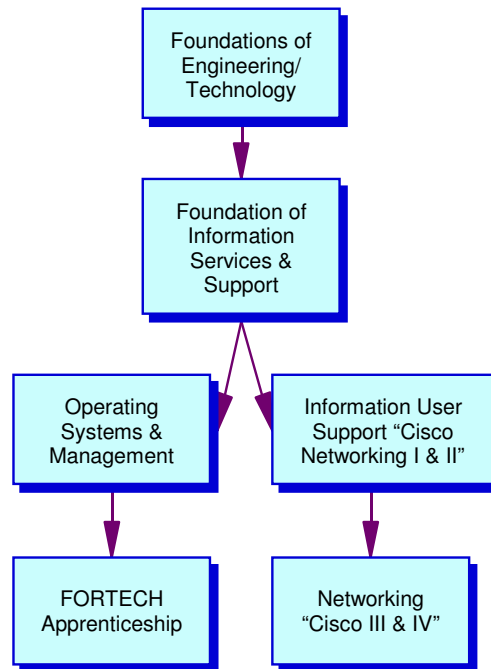


Career Tech

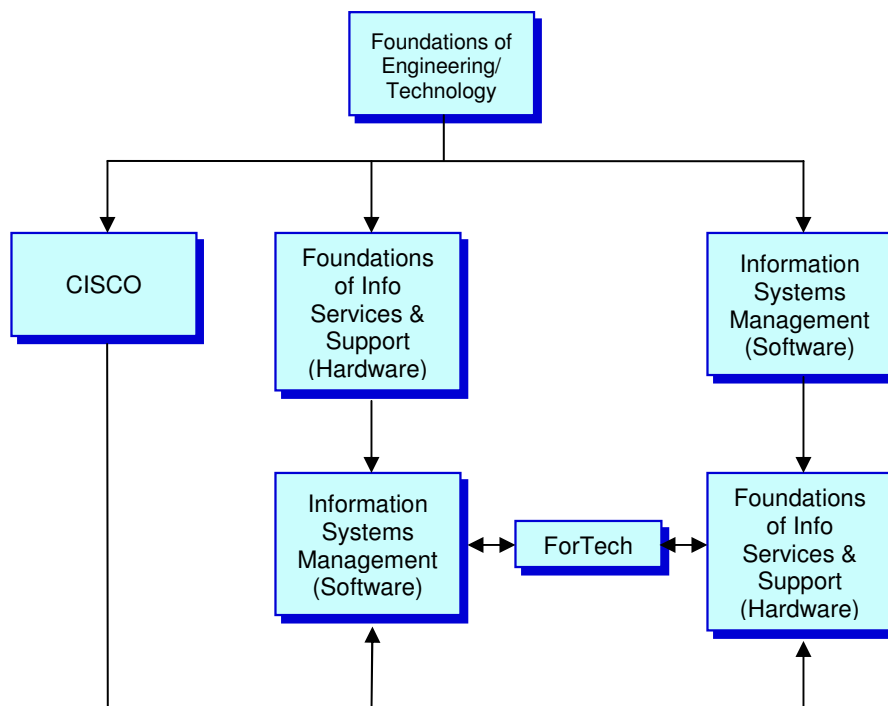
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Students must adhere to prerequisites.

Recommended Sequences for Career Technology Diplomas

INFORMATION TECHNOLOGY (SFHS)



INFORMATION TECHNOLOGY (NFHS / FCHS)



Career Tech

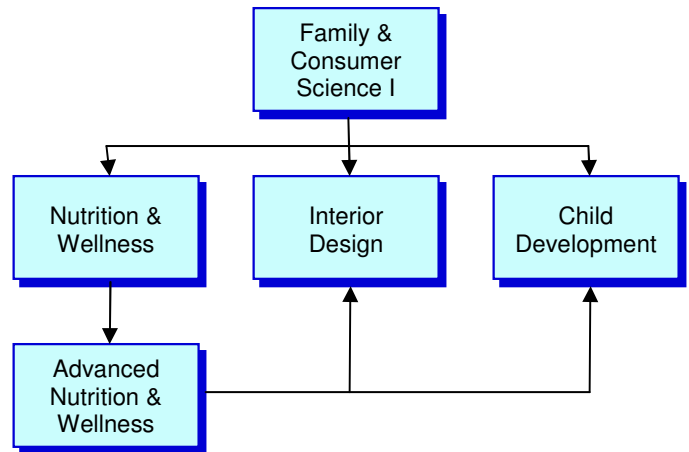
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Students must adhere to prerequisites.

Recommended Sequences for Career Technology Diplomas

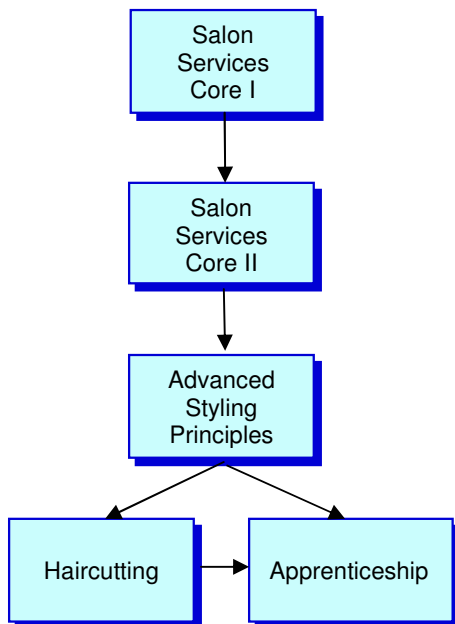
CONSUMER SCIENCE (NFHS / WFHS)



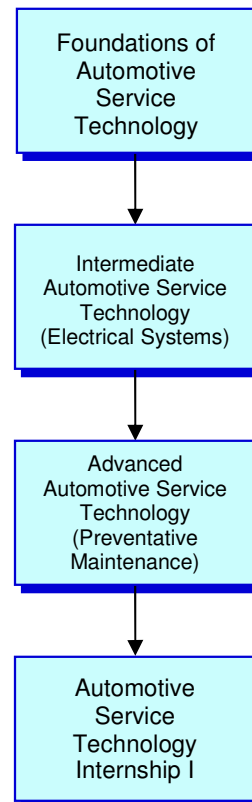
CONSUMER SCIENCE (FCHS)



COSMETOLOGY (FCHS / WFHS)



AUTOMOTIVE TECHNOLOGY (FCHS)

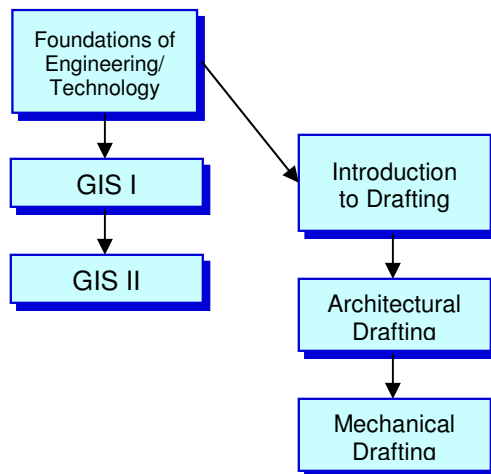


Career Tech

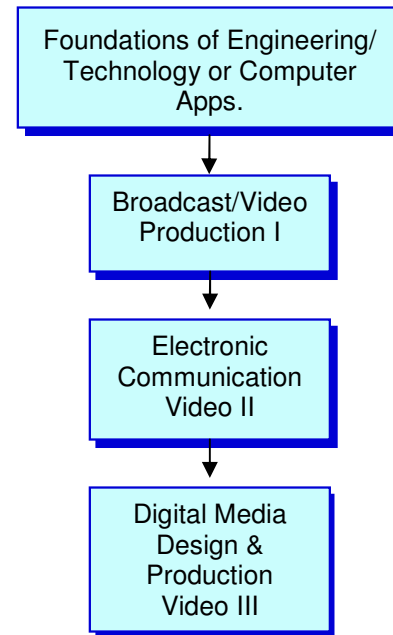
Flowcharts are intended to be a guideline.
Students must adhere to prerequisites.

Recommended Sequences for Career Technology Diplomas

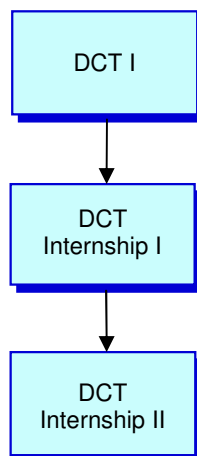
TECHNOLOGY (FCHS)



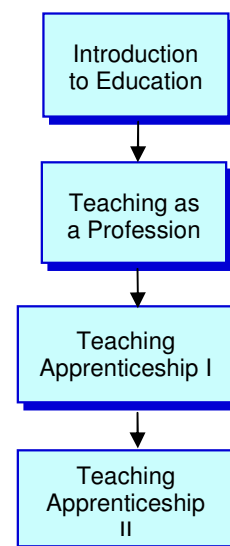
COMMUNICATION / TECHNOLOGY EDUCATION (FCHS)



DIVERSIFIED COOPERATIVE TRAINING (FCHS / NFHS / WFHS)



TEACHER ACADEMY (NFHS / FCHS)



Career Technology

Business Education

Course Name	Prerequisites
Computer Applications	None
Business Document Processing	None
Banking	10 th -12 th Grade
Finance	Banking
Business Law	10 th -12 th Grade
International Business	Business Law
Principles of Accounting I	10 th -12 th Grade
Principles of Accounting II	Principles of Accounting I
Entrepreneurship	

Marketing Education

Course Name	Prerequisites
Marketing Principles	None
Introduction to Fashion Marketing	None
Sport and Event Marketing Fundamentals	None
Fashion Marketing Sales & Promotion	Introduction to Fashion Marketing & Marketing Principles
Advanced Marketing	Marketing Principles
Marketing Co-op/Internship I (requires application)	Must be paired with Adv Marketing
Marketing Co-op II (requires application)	Must be paired with Adv Marketing
Entrepreneurship	

Healthcare Science Technology

Course Name	Prerequisites
Healthcare Introduction	None
Healthcare Applications	Healthcare Introduction
Healthcare Occupations III	Healthcare Applications
Healthcare Apprenticeship I, II, III, and IV	Healthcare Intro; teacher recommendation

Culinary Arts

Course Name	Prerequisites
Nutrition and Wellness (\$10 lab fee)	None
Advanced Nutrition and Wellness (\$10 lab fee)	Nutrition and Wellness
Professional Foods (\$10 lab fee)	11 th -12 th Grade; Nutrition and Wellness
Professional Foods II (\$10 lab fee)	11 th -12 th Grade; Professional Foods I
Prof. Foods III *Apprenticeship" (requires application)	Professional Foods I

Digital Media

Course Name	Prerequisites
Foundations of Engineering/Technology	None
Web Page Design	10 th -12 th Grade
Multimedia Presentation & Comm. "Web Page II"	Web Page Design
Programming System Management	10 th -12 th Grade
Information Systems Management "GIS"	10 th -12 th Grade

Drafting Technology

Course Name	Prerequisites
Introduction to Drafting	Intro to Tech/Computer Apps
Robotics	None
Architectural Drafting	Intro to Drafting, Video I
Mechanical Drafting	Architectural Drafting, Video II

Communications Technology

Course Name	Prerequisites
Communication Tech "Broadcast Video I"	None
Electronic Communication "Broadcast Video II"	Communication Tech 1, Broadcast Video I
Digital Media Design and Production "Broadcast Video III"	Electronic Communication, Broadcast Video II

Information Technology

Course Name	Prerequisites
Information Technology Foundations "PC 1"	10 th -12 th Grade
Information Service Support "PC 2"	Information Tech Foundation "PC 1"
ForTech Apprenticeship "PC 3" (requires application)	Info Service Support "PC 2"; A+ Cert.
Info User Support "Cisco 1 & 2"	10 th Grade

Networking I “Cisco 3 & 4”	Info User Support I “Cisco 1 & 2”
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Agriculture Education – NFHS

Course Name	Prerequisites
Basic Agriculture Science and Technology	None
Agriscience Principles and Technology I	None
Agriscience Principles and Technology II	Agriscience Principles & Technology I
Agriscience Principles and Technology III	Agriscience Principles & Technology II

Teacher Academy – NFHS, FCHS

Course Name	Prerequisites
Introduction to Education	
Teaching As A Profession	
Teacher Apprenticeship I and II	Introduction to Educational Issues

Consumer Science – NFHS, FCHS, WFHS

Course Name	Prerequisites
Family & Consumer Science I	None
Interior Design	Family and Consumer Science I
Nutrition and Wellness	Family and Consumer Science I
Adv. Nutrition and Wellness	Nutrition and Wellness

ROTC – NFHS

Course Name	Prerequisites
Edu. Leadership 1 (JROTC I)	
Edu. Leadership 2 (JROTC II)	Edu. Leadership 1 (JROTC I)
Edu. Leadership 3 (JROTC III)	Edu. Leadership 2 (JROTC II)
Edu. Leadership 4 (JROTC IV)	Edu. Leadership 3 (JROTC III)
Edu. Leadership 5 (JROTC V)	Edu. Leadership 4 (JROTC IV)
Edu. Leadership 6 (JROTC VI)	Edu. Leadership 5 (JROTC V)
Edu. Leadership 7 (JROTC VII)	Edu. Leadership 6 (JROTC VI)
Edu. Leadership 8 (JROTC VIII)	Edu. Leadership 7 (JROTC VII)

Cosmetology – FCHS, WFHS

Course Name	Prerequisites
Salon Services Core I	None
Salon Services Core II	Salon Services Core I
Adv. Styling Principles	Salon Services Core II
Haircutting	Adv. Styling Principles

Automotive Technology – FCHS

Course Name	Prerequisites
Foundations of Automotive Service Technology: 1 credit / 1 period	None
Intermediate Automotive Service Technology: (Electrical and Preventative Maintenance) 1 credit / 1 period	Successful completion of Foundations of Automotive Service Technology
Advanced Automotive Technology: (Heating & AC) 2 credits / 2 periods must be taken concurrently	Successful completion of Intermediate Automotive, and instructor approval
Automotive Internship: (Transportation and Logistics) 1 credit	Instructor recommendation; application approval and employment in the automotive field

DCT – FCHS, NFHS, WFHS

Course Name	Prerequisites
Diversified Cooperative Training I	Teacher approval
Diversified Cooperative Training II	Teacher approval

Community-Based Learning Experience – FCHS

Course Name	Prerequisites
Cooperative Business Education I	Computer Applications & Teacher approval
Cooperative Business Education II	Coop. Bus. Ed. I & Teacher approval
CBE Co-op/Internship I	Teacher approval
CBE Co-op/Internship II	Teacher approval

Government & Public Safety

Course Name	Prerequisites
Foundations of Public Safety & Criminal Justice	None
Intro to Law Enforcement	Foundations of Public Safety & Criminal Justice
Constitutional & Criminal Law	Foundations of Public Safety & Criminal Justice, and Intro to Law Enforcement
Criminal Investigations & Forensics	Foundations of Public Safety & Criminal Justice, and Intro to Law Enforcement

Business Education

The Business Education program is designed to prepare students for postsecondary education in Business and Information Technology. All business education students are provided the opportunity to interact with business professionals and to compete in business skill events at the region, state, and national levels through FBLA, Future Business Leaders of America.

Computer Applications: *prerequisite none* (50 minute class)

This is a foundations course that introduces practical applications including operating environments, word processing, spreadsheets, database, presentation software, multimedia, graphics, photographic editing, and emerging technologies.

Business Document Processing: *prerequisite none* (50 minute class)

Using a project-based approach, this course focuses on the development of skills in creating electronically-produced business letters, reports, memos, newsletters, flyers, brochures, advertising materials, and other publications. Upon completion of this course, students may pursue core certification examinations for word processing and desktop publishing software applications.

Banking: *10th -12th Grade* (50 minute class)

Using project-based instruction, students are introduced to the basics of the banking system; bank operating procedures, negotiable instruments, and the deposit and credit functions of banks. Methods used for measuring the financial performance of banks are analyzed. Specialized brokerage products, current issues, and future trends in banking are examined. Students explore the major functions of bank employees by completing a flow-of-work simulation. Business partnerships with community banks, guest speakers, field trips, and work-based learning activities can be incorporated in this course.

Finance: *prerequisite Banking* (50 minute class)

Using project-based instruction, students are introduced to the foundations of finance and the role finance, credit, savings, investments, and estate planning play in business. Various technological tools will be used to assist in modeling financial decisions. Business partnerships with financial service institutions, guest speakers, field trips, and work-based learning activities can be incorporated in this course.

Business Law: *10th -12th Grade* (50 minute class)

This course presents rights and responsibilities in personal law and business law. It uses application activities to examine consumer, citizen and worker roles. The course covers the US legal system, criminal justice system, torts, contracts, warranties, consumer protections, insurance, real and personal property, wills, and intestacy. The course also emphasizes legal terminology.

International Business: *prerequisite Business Law* (50 minute class)

International Business is the study of business management and administration in a global economy. It includes the principles and processes of export sales, trade, foreign operations and related problems, monetary issues, international business policy, and applications to doing business in specific countries and markets.

Principles of Accounting I: *10th -12th Grade* (50 minute class)

Accounting is an essential aspect of every business organization. As future workers, small business owners, and entrepreneurs, students will understand basic accounting principles. As citizens and future investors, students will be better prepared to make economic decisions. This first-year course provides an understanding of the accounting cycle and includes transaction analysis, journalizing, posting, cash control, special journals, and financial statements for proprietorships and partnerships.

Principles of Accounting II: *prerequisite Principles of Accounting I* (50 minute class)

This second-year course provides a more in-depth study of the field of accounting. Topics include payroll taxes, stockholder's equity, depreciation, income taxes, inventory, accruals, and preparation of financial statements for corporations. Automated accounting is also used extensively at this level.

Apprenticeship: prerequisite: must be in the 11th or 12th Grade; Requires application
(50 minute class)

The Youth Apprenticeship Program is designed to help students make the transition from school to the world of work. It combines written portfolios and on-the-job training with related classroom instruction to prepare young people for careers. The student is linked with a specific business that offers skilled job training in the occupational cluster of his/her choice. The student is encouraged to acquire post-high school advanced training at a technical or four-year college.

Entrepreneurship (50 minute class)

Entrepreneurship develops learners as constructive citizens of their communities and prepares them to become contributors to an enterprise. Student and instructor will work together on enterprises that reflect student needs and concerns. Students will prepare and potentially implement a business plan of their choosing. The business planning processes will help participants develop the ability to identify, evaluate, and realize opportunities. Through out this process students will connect with their communities, use cooperative learning, and develop teamwork skills.

Web Page Design: prerequisite 10th -12th Grade – (50 minute class)

This course provides instruction in technology through project-based collaborative learning. Multimedia activities involve producing computer and multimedia products that demonstrate skills in the areas of technology, creativity, written and oral communication, organization, critical thinking, and research. The website design aspect of the course includes the creation and design, uploading, and periodic maintenance of web pages and corresponding links. It also explores Internet commerce.

Multimedia Presentation & Communication “Web Page Design II”: prerequisite Web Page Design – (50 minute class)

Students in this course master the fundamentals of graphic design and production. These principles are applied to printed media, digital presentation media, and interactive media.

Marketing Education

The Marketing Education program is designed to prepare students for postsecondary education in marketing, management, entrepreneurship, and advertising. Each high school's Marketing Education department is Industry Certified through The Sales & Marketing Executives and The American Marketing Association. All Marketing students are provided the opportunity to interact with high-level business people and to compete in marketing events internationally through DECA (An Association of Marketing Students) and may win scholarships through competition.

Marketing Principles: prerequisite none (50 minute class)

Marketing Principles addresses the ways in which marketing satisfies consumer and organizational needs and wants for products and services. Students develop an understanding of basic marketing concepts and the role of marketing and business. They develop skills in applying economic concepts to marketing, distribution, and logistics, marketing research, product/service planning, pricing, advertising strategies, and personal selling. Students complete projects with area businesses.

Introduction to Fashion Marketing: prerequisite none (50 minute class)

The Fashion Marketing course is an introductory course that teaches the concepts of entry-level business and fashion fundamentals. The student will learn fundamentals of basic fashion and business concepts which includes the study of textile fibers, garment styles and parts, retail merchandise categories, designing and producing apparel, retail business fundamentals, and fashion promotion. Students enrolled in this marketing class will have the opportunity to plan and produce a Prom Fashion Show.

Sport and Event Marketing Fundamentals: prerequisite none (50 minute class)

This course introduces the student to the major segments of the Sport/Event Industry and the social and economic impact the industry has on the local, state, national, and global economy. The products and services offered to consumers and the impact of marketing on these products and services are examined. Topical units include: Business Fundamentals, Product Mix, Product Knowledge, Product/Service Management, Business Regulations, Selling, Marketing-Information Management, Economics, Distribution, Pricing, Advertising, Publicity/Public Relations, Sales Promotion, Business Risks, and Organization. Project-based instruction together with a variety of work-based learning activities should be incorporated in this course to provide real-world application. Competitive Event standards for the co-curricular student organization (DECA, Association of Marketing Education Students) are integral

components of the curriculum's core employability skills and technical skills' standards. Therefore, DECA competitive events should be incorporated with other instructional strategies developed for the course.

Fashion Marketing Sales & Promotions: *prerequisite Introduction to Fashion Marketing – (50 minute class)*

Advanced Fashion Marketing builds on the fundamental concepts taught in Intro to Fashion Marketing. Students will further develop skills in visual merchandising, product planning, textiles, advertising, special promotions, & professional sales. Students will create promotional plans for local retailers, produce a fashion catalogue, and facilitate the production of the Prom Fashion Show.

Advanced Marketing: *prerequisite Marketing Principles – (50 minute class)*

Advanced Marketing builds on the concepts taught in Marketing Principles. Students assume a managerial prospective in applying economic principles in marketing, analyzing operational needs, managing marketing research, developing product/service planning strategies, advertising products and services, purchasing and professional sales.

Students create, conduct, and interpret marketing research for area businesses and also create advertising campaigns for area businesses.

Marketing Education Co-op/Internship I: *prerequisite Intro to Fashion or Marketing Principles, Requires application (50 minute class)*

Students in this course have an opportunity to apply career-sustaining competencies developed in previous marketing courses. This paid work experience is coordinated through an approved business or cooperative training station. Students must be enrolled in a marketing class in order to participate in the Co-op/Internship program. Additional program requirements will be provided by the teacher on the class syllabus.

Marketing Education Co-op/Internship II: *prerequisite Marketing Co-op I, Requires application (50 minute class)*

Students in this course have an opportunity to apply career-sustaining competencies developed in previous marketing courses. This paid work experience is coordinated through an approved business or cooperative training station. Students must be enrolled in a marketing class in order to participate in the Co-op/Internship program. Additional program requirements will be provided by the teacher on the class syllabus.

Healthcare Science Technology

Healthcare Intro: *prerequisite none (50 minute class)*

In this course, students explore traditional and new healthcare career opportunities that are emerging and changing constantly. Students also study history of medicine; current events in medicine; cultural diversity in healthcare; legal and ethical responsibilities for healthcare workers; medical terminology; some anatomy, physiology, and pathophysiology; basic infection control; human growth and development; perform AHA (American Heart Association) Adult CPR with AED training; measure weights and heights; review basic math skills needed in medicine; and develop many more cognitive and/or motor skills. Students begin a healthcare portfolio to identify what skills and knowledge that they are learning. Students are also strongly encouraged to develop leadership skills through participation in our career technical student organization, HOSA (Health Occupations Students of America). Monthly meetings, blood drives, and state and national conferences are all available to students who join HOSA.

Healthcare Applications: *prerequisite Healthcare Intro (50 minute class)*

This course applies the knowledge and skills obtained in Introduction to HSTE. Anatomy, physiology, and pathophysiology of each human body system are studied in this course. Students also develop skills in measuring and recording vital signs; infant and child CPR from ARC or AHA; ARC First Aid; infection control, including, sterilizing instruments, changing sterile dressings, etc.; and calculating medication dosages, including apothecaries' system used by physicians. Nutrition and how it relates to healthcare is studied and students continue to build their healthcare portfolio. These students are also encouraged to continue building leadership skills through the student organization, HOSA.

Health Occupations III: prerequisite Healthcare Applications (50 minute class)

This course specializes according to interests of students in class. Examples of things most often studied are Physical Therapy; Medical Assistant Office (medical records, running an office, scheduling appointments, etc.); Medical Assistant Clinical (assisting with giving medications, preparing patients for physical exams); Nurse Assistant Skills (vital signs, bathing, feeding); very basic Maternity and Pediatric Nursing Skills; Laboratory Procedures; Job Seeking Skills; review of anatomy and physiology, etc. Also HOSA participation is encouraged.

Healthcare Apprenticeship I, II, III, & IV (Fall &/or Spring Semester): prerequisite Healthcare Intro (or C.N.A. program) (Must provide your own transportation and be at least 16 years old. Students usually find their own work site according to their interest and the availability of work sites.) (50 minute class)

Healthcare Apprenticeship students will continue their studies at job sites, such as medical offices, dental offices, rehabilitation clinics, pharmacies, etc. Some of these students are paid employees, while others work as volunteers. Students continue to build their portfolio in healthcare. Students should specify their request for fall semester only, spring semester only, or both semesters and whether they want to work one or two blocks each day. HOSA participation is strongly encouraged.

Culinary Arts

Nutrition and Wellness: Family/Consumer Science I; A \$20 fee is required. (50 minute class)

This entry-level course combines a study of the basics in food preparation and nutrition. Cooking techniques and principles for preparing food in the basic food groups will be learned. A study of the physical, social, and emotional development of the individual and the family will also be covered in this course. In addition, students will study basic cooking skills, low fat cooking, and health and exercise.

Adv. Nutrition & Wellness: prerequisite Nutrition and Wellness; A \$20 fee is required (50 minute class)

In this course, students develop skills in the analysis of food nutrients and nutritional programs; the development of menus to meet Nutrition Standard Menu Planning guidelines; the modification of menus and recipes to meet given dietary needs and weight management strategies and appropriate sanitary practices and safe use of equipment in different service assemblies and documentation.

In order to ensure that students master these performance standards, it is recommended that some type of work-based learning component be incorporated into the program. The students could participate in specially organized nutrition and wellness projects in cooperation with the school food service program, be concurrently enrolled in a consumer Services Co-op/Internship, enrolled in an Internship prior to the completion of the program; or the students could participate in specially designed nutrition and wellness projects in a community setting.

Professional Foods I: prerequisite Nutrition and Wellness; A \$10 fee is required. (50 minute class)

These advanced-level courses combine restaurant business with preparation of a variety of foods. Foodservice equipment, as well as presentation of foods, will be learned, i.e. breakfast foods, garnishes, salads, fruits, and vegetables. Students for the ProStart program must meet demanding criteria in order to flourish in the curriculum. Minimum entry level criteria are: Successfully completed sophomore year (or recommended by a teacher); minimum 2.8 GPA maintained; maintain at least a "C" grade in the course; permission of a parent/guardian; be at least 16 years of age by the time of worksite assignment; provide or have access to transportation; and maintain satisfactory evaluations from mentors.

Professional Foods II: prerequisite Professional Foods I; A \$10 fee is required. (50 minute class)

Focuses on the following content areas: the history of foodservice, potatoes and grains, the art of service, marketing and the menu, the lodging industry, purchasing and inventory control, meat, poultry and seafood, accounting, stocks, soups and sauces, tourism, and communication with customers.

Professional Foods Apprenticeship (Fall and/or Spring): prerequisite Professional Foods I
Requires application: (50 minute class)

Enrollment in the course is contingent upon passing the Chapters 1, 2, and 3 tests from the Year 1 ProStart curriculum. Students must be concurrently enrolled in the ProStart program and taking a foodservice class using the ProStart curriculum and materials. Students must maintain a minimum 2.8 GPA and at least a “C” grade in the course. Students must have permission from a parent/guardian (as reflected in the ProStart letter) and be at least 16 years old and completed the sophomore year—unless recommended by a teacher—to be accepted into the course. Students must provide their own transportation to and from worksites and maintain satisfactory evaluations from their mentor(s). Students must adhere to all worksite policies and rules, including the employer’s disciplinary and hiring procedures.

Digital Media Technology

Foundations of Engineering/Technology: prerequisite none (50 minute class)

This is the beginning course in the study of Technology and is recommended for students in Grades 9-12. This course introduces individual, team, and group activities through the use of a modular delivery system. These activities, which are constantly evolving, include but are not limited to the following technologies: Computer Aided Design (CAD), Computer Aided Publishing (CAP), Electricity, Electronics, Research and Design, Audio and Video Production (sound, speech, editing, titling), Digital Communication, Computer Animation, Technical Presentations with Multimedia, Digital Graphics(animation, photography, video, printing), Computer Architecture(service and repair), and Networking. This course provides a basis for narrowing the choice and selection of a potential career cluster.

Programming & Systems Management: prerequisite 10th -12th Grade – (50 minute class)

This course provides an introduction to programming and its applications to the fields of business and mathematics. The programming language used for this course is Visual Basic.

Information Systems Management (GIS): prerequisite none (50 minute class)

This course instructs students in the use of desktop GIS, primarily ArcView. ArcView is a sophisticated mapping program that allows users to manipulate and analyze data on several levels. Through the ArcView interface, users can not only see the physical characteristics of a location, they can answer questions about the species concentrated in that location and make comparisons with other locations using relational databases. ArcView/GIS has applications in almost every endeavor, private or public. It can be used by governments to plan infrastructure and help them make more informed decisions as more and more factors are considered in making those decisions. It also can be used by marketers to identify customers to target or potential locations for businesses. ArcView/GIS is a valuable tool for studying and understanding the world around us and demand for people trained in its use grows continually.

Drafting Technology

Introduction to Drafting: prerequisite none – (50 minute class)

This course is designed to introduce 2-D and 3-D sketching, geometric construction, multi-view drawing, computer aided design (CAD), dimensioning, section drawing, and 3-D modeling. It introduces the student to processes involved in producing a manufactured part.

Architectural Drafting: prerequisite Introduction to Drafting (50 minute class)

The Drafting Technology Architectural course presents the international language of lines and symbols related to architectural engineering. The course emphasizes print reading, design, floor plan development, perspective solutions, and rendering. The course uses board and electronic media for problem solving.

Mechanical Drafting: prerequisite Architectural Drafting (50 minute class)

The Drafting Technology Mechanical course presents the international language of lines and symbols related to mechanical engineering and emphasize basic drafting skills, sketching, orthographic projections, and pictorial drafting. The course uses board and electronic media for problem solving. This course is designed to introduce more in-depth studies of 2-D and 3-D sketching, multi-view drawing, Computer Assisted Drawing (CAD), dimensioning, section drawing, and 3-D modeling. Students are also introduced to working drawings, assembly drawings, reading a micrometer, and the venire caliper. Students use basic problem-solving techniques to achieve solutions to mechanical drafting related

problems. The course introduces students to advanced processes involved in producing a manufactured part.

Robotics: *prerequisite none* (50 minute class)

Upon completing this course students will be able to apply their knowledge of material processing, computer aided design (CAD), computer numerical control (CNC), robotics, computer assisted manufacturing (CAM) and computer integrated manufacturing (CIM).

Communication Technology

Communications Technology “Broadcast Video I”: *prerequisite none* – (50 minute class)

The study of communication systems allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities available in the communication fields. They will also discover what employers require to gain and maintain employment in these career areas. Students will perform ethical and societal impact studies and hands-on activities that use the systems approach in the design and improvement of communication products. In addition, students will study and use digital graphics, audio, video, electronic, and multimedia communication systems as they develop skills in this area of technology. Students will participate in individualized, small group, and whole group activities.

Electronic Communications Technology “Broadcast Video II”: *prerequisite*

***Communications Technology; Broadcast Video I* (50 minute class)**

Enhances Level One skills by providing more in-depth and specialized experiences in video and film equipment operations; covers switches, cameras, lighting, audio boards and tape machines.

Digital Media Design & Production “Video III”: *prerequisite Electronic Communications Technology; Broadcast Video II* (50 minute class)

Digital Media is becoming a very popular form of technology. Students enrolled this course will participate in an active, hands on curriculum exposing them to the digital worlds of audio, video, and imaging. Work in this course will be done using a variety of instructional strategies, including individual, small group, and whole group work.

Information Technology

Information Technology Foundations “PC 1”: *prerequisite 10th -12th Grade* – (50 minute class)

Develop the skills necessary to upgrade, modify, optimize, and service computers. Students work in small groups and individually to develop troubleshooting skills related to PC hardware. Students are expected to make meaningful career decisions based upon hands-on experiences in this class. Course work is as challenging and rewarding as other advanced academic classes. Emphasis is placed on preparation for the industry standard CompTIA A+ Certification.

Information Service Support “PC 2”: *prerequisite Info Tech Found “PC 1”* – (50 minute class)

Students continue to develop skills necessary to upgrade, modify, optimize, and service computers. Students work individually and in small groups to develop troubleshooting skills related to PC software. Students are expected to make meaningful career decisions based upon hands-on experiences in this class. Course work continues to challenge at an advanced level. Emphasis is placed on continued preparation for the industry standard CompTIA A+ Certification.

ForTech Apprenticeship “PC 3”: *prerequisite Info Service Support “PC 2”* – Requires application (50 minute class)

Students who have completed both the Foundations and the Service and Support classes may be eligible to continue their focus on computer repair by providing support to the School System's technology equipment. Students are considered only after they have applied to the program, procured the instructor's recommendation, and have passed the CompTIA A+ Certification exam. Students who qualify will provide real world support to the School System earning valuable experience in the Instructional Technology Support field. Emphasis is placed on expanding achieving certification status to include Compaq Accredited Platform Specialists Certifications. Students may repeat multiple sessions of the FORTECH

Apprenticeship as time and credits permit. This is a basis for narrowing the choice and selection of a potential career cluster.

Info Users Support “Cisco 1&2”: 10th Grade (100 minute class)

This course provides fundamental background in networking essentials to enable students to pursue a career related to network administration. Students are taught via online curriculum, lab settings, and classroom discussions. Focus is on small-group and individual work in problem solving and troubleshooting skills related to both networking hardware and software. The curriculum is provided by CISCO Corporation.

Networking “Cisco 3&4”: prerequisite Info Users Support “Cisco 1&2” – (100 minute class)

This course offers a continuation of work begun through Info Users Support. Emphasis is placed upon preparation for the industry standard “CCNA” Certification certificate. Students may continue this course of study through an articulation agreement with Lanier Tech.

Agriculture Education-NFHS

Basic Agriculture Science and Technology Prerequisite: None (50 minute class)

Introduces the major areas of agriculture and provides basic agricultural science information; presents skill-development and problem-solving lessons in agricultural science and related technologies.

Agriscience Principles and Technology I Prerequisite: None (50 minute class)

This course introduces real-world science applications in agriscience and related studies and emphasizes higher-order thinking skills to solve laboratory problems. It includes modules in animal science, plant science and biotechnology.

Agriscience Principles and Technology II Prerequisites: Agriscience Principles and Technology I. (100 minute class)

This course enhances science-application skills in agriscience from first-level course and further emphasizes higher-order thinking skills to solve laboratory problems. It includes modules in environmental science and natural resource management.

Agriscience Principles and Technology III Prerequisites: Agriscience Principles and Technology II. (50 minute class)

This course enhances science-application skills in agriscience from second-level course and further emphasizes higher-order thinking skills to solve laboratory problems. It includes modules in food/fiber science, physical science and technology in agriculture.

Landscape Design & Horticulture (50 minute class)

Introduces students to the principles of design, methods of establishing and maintaining landscapes, and landscape business management procedures. Includes arranging plants, objects, and earth in the landscape; covers culture and maintenance of plants. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Teacher Academy

Introduction to Education (50 minute class)

Introduction to Education is a course designed to introduce students to the field of education. The instructor acts as a facilitator who introduces topics and then guides the students as they probe and search the questions as well as the solutions. The students are active participants in the learning process as they explore what it means to be a teacher. Introduction to Teaching will give the student the opportunity to develop leadership skills that will carry over into many other areas. This class is a hands-on class where the teacher models many different teaching strategies. Students will cover the following areas: Learning Styles, Special Needs Students, Philosophy of Education, Classroom Rules and Procedures, Writing and Teaching Lessons, Effective Teachers, Classroom management skills and Student Diversity. The students will mentor a high school teacher on Fridays. To conclude the class the student will create a portfolio that exhibits the semester’s assignments.

Teaching as a Profession (50 minute class)

Students will examine the learning communities and the uniqueness of individual classes. They will take an in-depth look at many current educational issues including dropouts, diversity; and standard-based learning. The students will observe classes at different grade levels and mentor on Friday's at the high school.

Teacher Apprenticeship I and II (50 minute class)

Both of the apprenticeship classes' place the student in the classroom for 1 to 2 block(s) a day for the week. The student reports directly to the Mentoring Teacher's class and provides daily assistance. The assignments for the classes are on the Blackboard web site and are reflective over daily teaching tasks. Each semester the student will write and implement a lesson for the class they are mentoring.

Family/Consumer Science

Family Consumer Science I (50 minute class)

This course includes concepts and principles related to family living, the establishment and maintenance of relationships, preparation for marriage, parenthood and family life. This course emphasizes caring for and guiding children. It covers children's physical, mental, emotional and social growth and development. The second part of the course focuses on fabric and textiles, history of clothing and understanding dyes, basic repair of clothing and operating a sewing machine. The course is hands on and activity based.

Family Consumer Science II (50 minute class)

This course explores art principles to home interiors, the history of housing styles and furniture. It also covers color, line and design and their effect on interior space in homes. The second part of the class focuses on food and nutrition. It includes safety and sanitation of the kitchen area and basic food production. This course is hands on and activity based.

Interior Design (50 minute class)

Interior Design includes classroom instruction and laboratory experience. It is designed to prepare students to understand the influences affecting the interior design industry today, and to become aware of the array of career opportunities in the field. Areas of study include: world of interior design; social, psychological and economic influences; trends and issues; elements of design; and interior design principles. Competencies for the co-curricular student organization Family, Career and Community Leaders of America (FCCLA) are integral components of both the core employability skills standards and the technical skills standards, and FCCLA activities should be incorporated throughout instructional strategies developed for the course.

Cosmetology

These courses are designed to introduce students to the Cosmetology Profession. State Board requirements and safety measures are provided. Effective listening, communication skills, professional ethics and sterilization procedures are emphasized. Students will demonstrate the applications of Curling, Waving Techniques, Haircutting, Chemical Processes, Nail and Skin Care. Cooperative learning techniques in developing leadership skills are introduced through team activities. **A student must be 18 years old and accumulate (1500) hours to become eligible to take the State Board of Cosmetology Exam.**

Salon Services: Core 1 (50 minute class)

This is a one block course introducing students to the Cosmetology Profession. They receive a wide variety of instruction in classroom and lab experience. State Board requirements, career opportunities, life skills, sterilization measures, professional ethics, listening and communication skills are emphasized. Skills include Shampooing, Pin Curling/Base Fundamentals, Waving, Manicuring, and Scalp Treatments.

Salon Services: Core II prerequisite Core I (50 minute class)

Students continue demonstrating basic skills on manikins and models in both classroom and lab instruction. This includes facials, corrective facial makeup, theory of massage, basic permanent waving, basic haircutting, basic hair coloring, and nail structure/disorders.

Advanced Styling Principles: Core III prerequisite Core I and II, in order to advance to Clientele Services, students must accumulate (250) clock hours. (100 minute class)

Students begin increasing Unit Hours toward the Master Cosmetology License. Chemical hair relaxing, artistry and thermal hairstyling techniques, skin disorders, advanced permanent waving, advanced hair coloring and current trends in haircutting are introduced. By recommendation only, students may enroll in the Youth Apprenticeship CADET Work Program and become employed in a salon.

Haircutting: Core IV prerequisite Core I – III (100 minute class)

Upon instructor approval, students will continue in mastering skill competencies for State Board and may accumulate up to 1000 credit hours needed for the Master Cosmetology License. Theory in Chemistry, Cells, Anatomy, Removing Unwanted Hair, Electricity/Light Therapy and Mathematical Calculations are provided. Salon Business is emphasized through the coordination of special events. By recommendation only, students may enroll in the Youth Apprenticeship CADET Work Program and become employed in a salon.

ROTC:

United States Marine Corps Junior Reserve Officers Training Corps

Edu. Leadership 1 (JROTC I) (100 minute class)

The MCJROTC program prepares high school students for responsible leadership roles while making students aware of their rights, responsibilities and privileges as American Citizens. The program is a stimulus for promoting graduation from high school and the need for continuing education. It provides instruction in Leadership Traits and Principles; Military History; First Aid; Public Speaking; Drill; Physical Training; and Personal Appearance.

Edu. Leadership 2 (JROTC II) (100 minute class)

LE 2 is a continuation of leadership training. Novice leaders develop their social interaction and interpersonal relationships in practical situations of leadership and physical training. Instruction includes Fundamentals, Types, Temptations and Tasks of Leadership; Authority and Responsibility; Organization of the Marine Corps; the Role of Noncommissioned Officers; Military Justice; Drill; Uniform Inspections; Marksmanship; and Physical Fitness.

Edu. Leadership 3 (JROTC III) (100 minute class)

LE 3 commences Intermediate Leadership Training. Third semester cadets use their acquired knowledge and experience to direct lower level cadets. Students begin training to assume positions of increased responsibility. Classes include the Role of Officers; Fundamentals of Command and Management; Studies in Equal Opportunity and Harassment; Land Navigation; Inspection Procedures; Directed Reading; and Study of World Ideologies.

Edu. Leadership 4 (JROTC IV) (100 minute class)

LE 4 increases cadets' exposure to command responsibilities. LE 4 cadets exercise leadership authority and responsibility over junior cadets and perform staff functions. Studies include Directed Reading; Staff Functions; TQM; and the practical application of management and leadership principles through the planning and execution of projects that aid the local community.

Edu. Leadership 5 (JROTC V) (100 minute class)

LE 5 is the initial level of Senior Leadership Training. Selected cadets serve in key billets within the cadet command structure. The curriculum concentrates in the areas of Effective Communication Skills, Leadership and Managerial techniques (with emphasis on the development of subordinate leaders), staff functions, and assisting in MCJROTC instruction. Studies include Communications, Advanced Leadership, Principles of Management, and Command and Staff Functions.

Edu. Leadership 6 (JROTC VI) (100 minute class)

LE 6 is the second level of Senior Leadership Training. Cadets can progress to senior positions (i.e., leadership and managerial responsibility within the cadet command group and staff officer billets.) The expanded curriculum concentrates on the areas of Communications, Leadership and Managerial techniques. The majority of classroom time is devoted to skills, which serve to develop subordinate leaders, assisting in MCJROTC classes and refining interpersonal skills. Studies include Advanced

Techniques of Communications, Advanced Leadership. Principles of Management, and Command and Staff Functions.

Edu. Leadership 7 (JROTC VII) (100 minute class)

LE 7 is Advanced Leadership Training. Emphasis is placed on the expanded development and demonstration of skills required to lead the cadet command. Classes and activities include continued citizenship responsibilities, leadership skills, military traditions, fiscal responsibility and the role of Naval Power within the national strategy. Opportunities for providing service to the local community through civic service projects are introduced.

Edu. Leadership 8 (JROTC VIII) (100 minute class)

LE 8 is the final course in the MCJROTC curriculum. Cadets reaching this level will continue to develop citizen skills and leadership styles and techniques which will prepare them for post high school experiences. A formal research paper entitled, "My Leadership Credo" is required. This assignment will require cadets to describe their personal feelings and beliefs about the leadership styles and techniques they try to emulate in exercising their responsibilities as citizens.

Automotive Technology – FCHS

This is a Tech Prep articulated 4+2 program. Program completers will be eligible to receive college credit from Gwinnett Technical College automotive program. Up to 17 credits are available through articulation. Dual Enrollment is also possible.

Introduction to Automotive Service Technology: *prerequisite None* (50 minute class)

This course introduces the student to the Automotive Service Industry and gives intensive theory instruction coupled with hands on practice. It emphasizes safety procedures, how to identify and use hand and power tools, oil and filter service, preventative maintenance, tire repair, mounting, balancing, and also includes professional development and employability skills training. The course will give the student the skills necessary to gain employment or post secondary training as a beginning automotive technician apprentice, tire installer/repair tech, lube technician, and preventative maintenance assistant.

Foundations of Automotive Service Technology: *prerequisite Successful completion of Introduction to Automotive Service Technology and instructor approval* (50 minute class)

This course enhances Introduction skills and gives intensive theory instruction coupled with hands on practice. It covers the following areas: engine tune-up, engine repair removal and rebuilding, suspension and steering systems, alignment, chassis and engine electrical, air conditioning systems and advanced brakes diagnostics including anti-lock systems. The course also includes professional development and employability skills training. Upon completion of this course, the student will have the skills needed for employment or post secondary training as a lube tech, light line technician, brake technician, preventative maintenance technician, parts counter personnel, or other interrelated career.

Intermediate Automotive Service Technology: *prerequisite Successful completion of Intermediate Automotive and instructor approval*. (100 minute class)

This course enhances Foundations skills and gives intensive theory instruction coupled with hands on practice. It covers the following areas: Advanced engine repair diagnostics, advanced suspension and steering topics, engine performance diagnostics and repair, and introduces heating and air conditioning. The course also includes professional development and employability skill training. Upon completion of this course, the student will have the skills needed for employment or post secondary training as a lube tech light line technician, brake technician, preventative maintenance technician, air conditioning repair assistant, alignment technician, or other interrelated career.

Advanced Automotive Technology: *prerequisite Successful completion of Intermediate Automotive and instructor approval* (100 minute class)

This course enhances Foundations skills and gives intensive theory instruction coupled with hands on practice. It covers the following areas: advanced topics in drivability diagnostics and repair, advanced electrical diagnostics, advanced engine performance modifications, advanced suspension system modifications, advanced air conditioning diagnostics, refrigerant handling and repairs, and utilizes a "live work" scenario to reinforce the common practices of the typical service department. Students work in "real world" job title roles to perform daily activities and learn the importance of interpersonal job relationships. The course also includes professional development and employability skills training. Upon

completion of this course, the student will have the skills needed for employment or advanced post secondary training as a lube tech, light line technician, brake technician, preventative maintenance technician, parts counter personnel, engine repair technician, engine performance technician, air conditioning repair technician, alignment technician, or other interrelated career. Students will receive certification from the Mobile Air Conditioning Society to handle, purchase, and repair refrigerant systems. End of course tests are given in this class.

Upon successful completion of this program, students will receive a training certificate diploma and be given opportunity to take the ASE certification tests in Brakes, Engine performance, Suspension and Steering, Electrical, Heating and Air Conditioning, and Engine Repair. Students who pass these exams will become certified by ASE upon completion of the experience requirement.

Automotive Internship *prerequisite Successful completion of Foundations of Automotive and instructor approval. (50 minute class)*

Students can apply for paid internships through the Automotive Youth Education Systems (AYES) for full or part time internships at local dealerships or repair facilities. Successful applicants are career focused, highly motivated, drug free, and possess a valid clean driving license record.

Community-Based Learning Experience Programs

Cooperative Business Education I – FCHS: *prerequisites Computer Apps. and teacher approval (50 minute class)*

This course provides entry-level skills and knowledge for business and office environments through a cooperative work-site experience. It requires an on-file training plan that complements on-the-job and classroom components of the program.

Cooperative Business Education II – FCHS: *prerequisites Cooperative Business Education I and teacher approval (50 minute class)*

This course enhances level-one cooperative work-site experiences. It requires an on-line training plan that complements on-the-job and classroom components of the program.

CBE Co-op/Internship I – FCHS: *prerequisite teacher approval (50 minute class)*

This course provides on-the-job, site-based training experiences for business administration students. It requires supervision by the business education instructor, training plans, training agreements and special on-the-job projects jointly evaluated by the employer and the instructor. Co-op students must be compensated; internship students may or may not be. This course is available only to currently enrolled business management students. It may be offered as a two-hour (maximum) block.

CBE Co-op/Internship II – FCHS: *prerequisite teacher approval (50 minute class)*

This course extends on-the-job, site-based training experiences for business administration students. It requires supervision by the business instructor, training plans, training agreements and advanced on-the-job projects jointly developed and evaluated by the employer and the instructor. Co-op students must be compensated. Internship students may or may not be. Evaluation is integral and ongoing. This course is available only to currently enrolled business management students. It may also be offered as a two-hour (maximum) block.

Diversified Cooperative Training I – FCHS, NFHS, WFHS (Trade and Industrial Education) *prerequisite teacher approval (50 minute class)*

This course is designed for students of legal employment age enrolled in the 11th or 12th grade pursuing a career in trade, industrial, technical or health career areas. It offers employment placement and training relevant to career choices. It covers leadership skills, career planning, and techniques to secure and maintain a job, money management.

Diversified Cooperative Training II – FCHS, NFHS, WFHS (Trade and Industrial Education) *Prerequisite: Teacher approval (50 minute class)*

This course enhances level-one skills. It is limited to 12th graders of legal employment age pursuing a career in trade, industrial, technical or health care areas. It offers employment placement and training relevant to career choices.

Government & Public Safety

Public Safety

The Public Safety/Criminal Justice Program will introduce students to a variety of agencies and professions in law enforcement, corrections, the judicial system, fire/rescue and emergency management. The student will experience “where the classroom meets the streets.” Each particular course will consist of academic application, practical application and interaction with guest speakers.

Foundations of Public Safety/Criminal Justice: prerequisite none **(50 minute class)**

This course will examine the role and structure of government and the rights and responsibilities of citizens in a democratic society. Students will examine the components of the criminal justice system including law enforcement, corrections and the courts. Students will explore differences in the adult and juvenile court systems and between civil and criminal law. The student will also explore and discuss the contributions that private security, protective services, fire/rescue and emergency management make to public safety.

Introduction to Law Enforcement/Patrol Operations: prerequisite Foundations of Public Safety/Criminal Justice **(50 minute class)**

This course will examine basic concepts of law related to the rights of citizens and law enforcement officer's responsibility (patrol methods and function) to maintain a safe society. The student will explore the history of law enforcement in America, law enforcement terminology, the various law enforcement agencies and their responsibility dealing with criminal justice system issues. Students will understand the elements of crimes and criminal and traffic laws of Georgia. Crime prevention and detection strategies will be discussed. Students will receive instruction on report writing, operation of police/emergency equipment and courtroom testimony. The student will explore communicating with diverse groups, conflict resolution and the use of force continuum.

Constitution and Criminal Law: prerequisite Foundations of Public Safety/Criminal Justice, Introduction to Law Enforcement/Patrol Operations **(50 minute class)**

This course will emphasize the structure of government, the court system and explore the American legal and system and concepts. Students will examine the criminal and civil justice systems structure and processes. The student will examine the United States and Georgia Constitutions and the guaranteed rights of citizens, the granted police powers and restrictions placed upon them pursuant to the respective constitutions and their amendments. Topics of discussion and exploration will include search and seizure, arrests, interviews and interrogations, confessions and police misconduct. Critical and logical thinking will be expected by the students on a variety of complex legal issues.

Criminal Investigations and Forensics: prerequisite Foundations of Public Safety/Criminal Justice, Introduction to Law Enforcement/Patrol Operations, Constitution and Criminal Law **(50 minute class)**

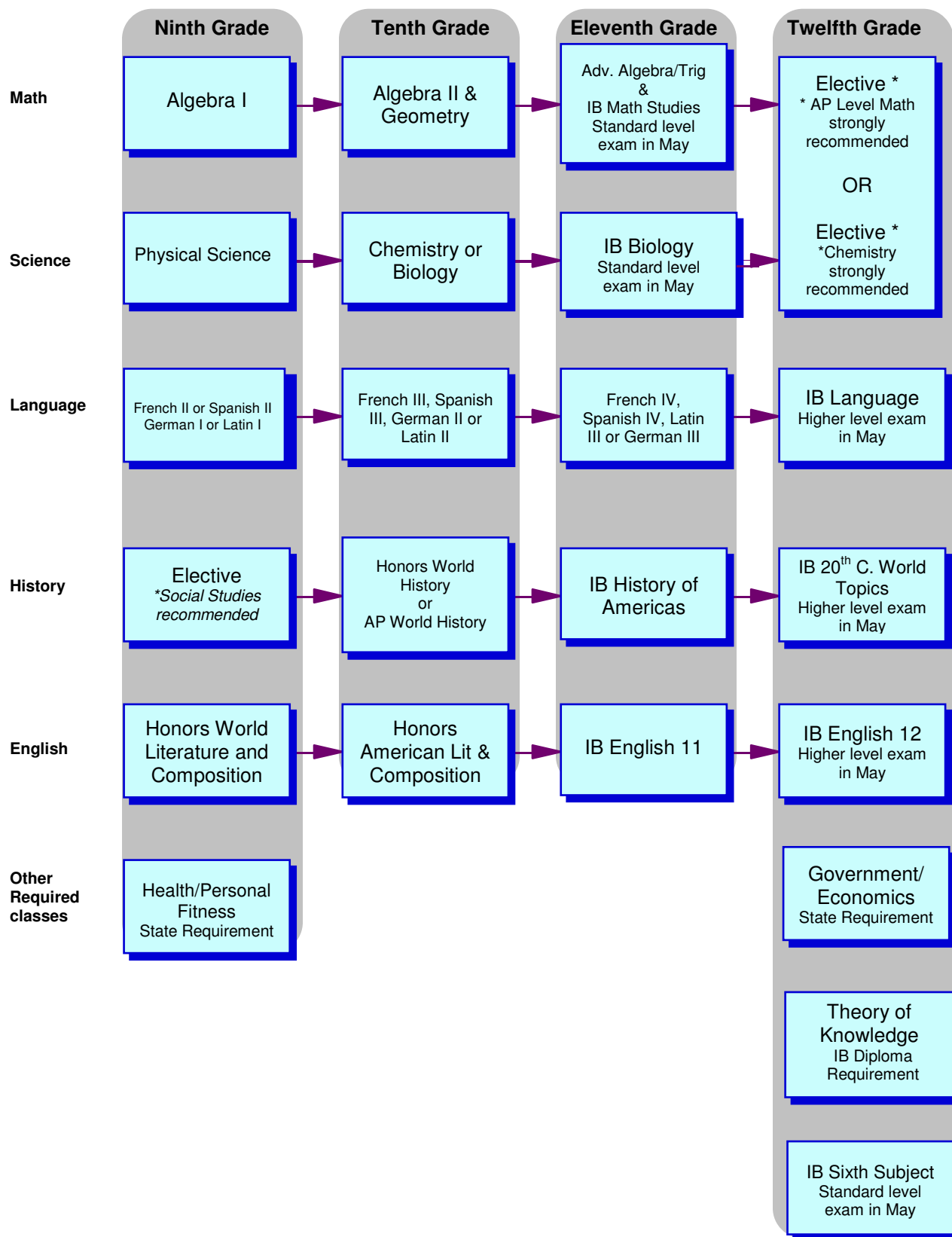
This course will provide basic understanding of investigative theory, criminological theory, crime scene preservation/integrity and methods of identifying, collecting, preserving and processing evidence. Students will gain hands on experience in crime scene investigation including the collection and processing of evidence as well as fundamentals of forensic science. Students will explore and discuss various theories of criminal behavior, serial offenders and organized crime.

International Baccalaureate

recommended course sequences

International Baccalaureate – Standard Diploma Program / Option 1

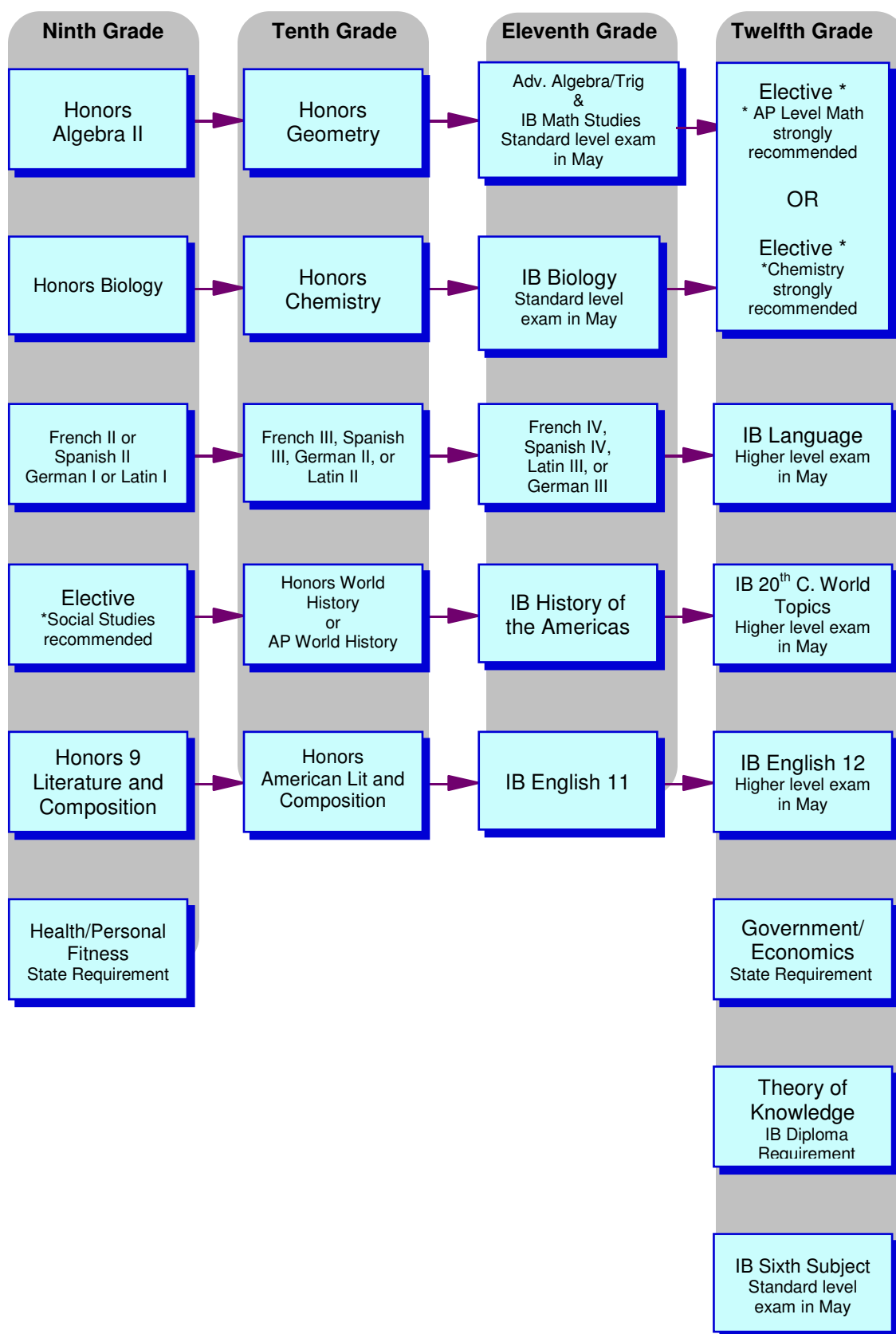
These are suggested sequences only. Individual schedules may vary. IB courses begin in the 11th grade.



recommended course sequences

International Baccalaureate – Standard Diploma Program / Option 2

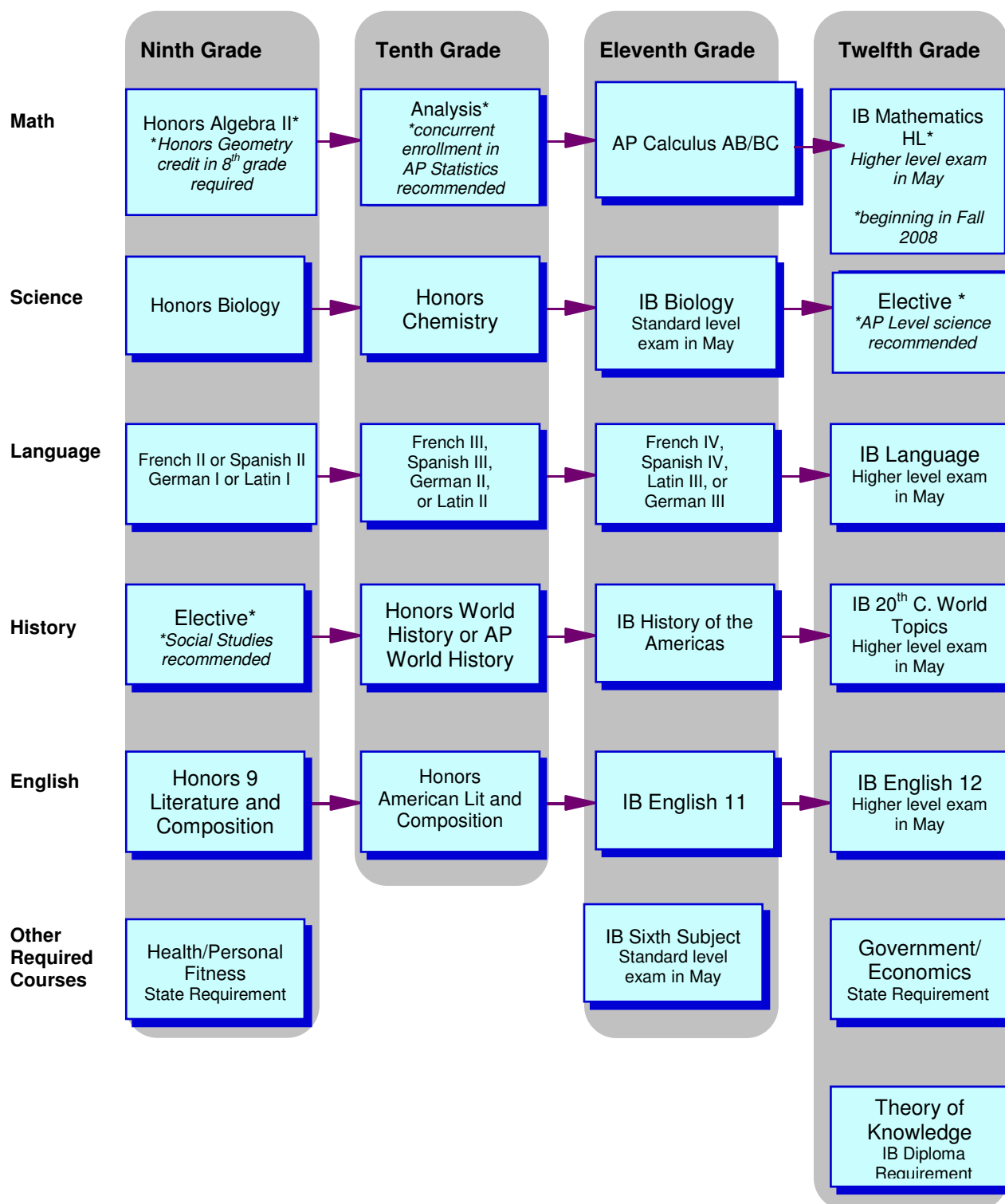
These are suggested sequences only. Individual schedules may vary. IB courses begin in the 11th grade.



Recommended course sequences

International Baccalaureate—High Math & Science Interest

These are suggested sequences only. Individual schedules may vary. IB courses begin in the 11th grade.



International Baccalaureate

The International Baccalaureate Diploma Program is administered by the International Baccalaureate Organization, which is based in Geneva, Switzerland. The IB Diploma Program begins in the eleventh grade and continues through the end of the twelfth grade, offering students the chance to earn college credit in selected subjects as well as the possibility of earning the prestigious IB Diploma. Students planning to pursue the IB program are strongly encouraged to take AP Prep courses in the ninth and tenth grade years to better prepare for the rigorous coursework encountered in IB classes.

Students must successfully complete either Level IV of Spanish or French language or Level III of Latin or German prior to enrolling in higher-level Language B course offerings.

Students must successfully complete Algebra I, Algebra II, and Geometry by the end of their tenth grade year in order to meet established mathematics pre-requisites for the IB mathematics curriculum. The formal IB mathematics curriculum begins in the eleventh grade.

Designated IB courses are open to limited enrollment by students not seeking the IB Diploma.

Students outside the South High district are strongly encouraged to enroll at SFHS in the ninth grade year: Out-of-District forms are available in the counseling offices of all Forsyth County high schools. For further information, contact the IB Coordinator.

IB Program--Overview

Students enrolled in the International Baccalaureate Diploma Program study three of the five core subject areas (English, Social Studies, and Foreign Language) at the IB level for two years. IB Math and IB Science are studied for one year only and students complete all assessments associated with these courses by the end of the eleventh grade. Students also select one IB Sixth Subject to study—this is typically completed in the twelfth grade. Requirements for the IB Diploma also include IB Theory of Knowledge (twelfth grade), completing an Extended Essay, and documenting the required number of CAS hours. Successful candidates may earn the IB Diploma in addition to the State of Georgia high school diploma.

IB Biology SL (50 minute class)

Major topics for this course include: cells, chemistry of life, genetics, ecology and human health and physiology. Students will construct, analyze, and evaluate hypotheses (including research questions and predictions), scientific methods (including techniques and procedures), and scientific explanations of the biological world. The second part of this course includes additional study in the area of cell, human, and plant biology. Optional topics include diet and human nutrition, physiology of exercise, cells and energy, evolution, neurobiology and behavior, applied plant and animal science, and ecology and conservation.

IB English HL (Language A1) (50 minute class)

World literature is the central element of the two-year IB English course. The composition portion of the course will stress that the student demands of himself or herself a mastery of the skills of synthesis, namely, ordering ideas into a logical pattern, developing them with pertinent and valid detail, and effectively communicating them to the reader with clarity and fluency. The International Baccalaureate Diploma Program also strongly stresses oral communication as part of its goal of developing well-rounded individuals. Internal assessments include a literature-based class presentation and an oral commentary drawn from Part III works. Externally-assessed items include two papers drawn from Part I World Literature works, a written examination drawn from Part II works, and a written commentary based on works not studied in the course.

IB French HL (Language B) (50 minute class)

The main focus is on language acquisition and development. It culminates in an examination which tests reading comprehension, the logical sequencing of material, summary skills and composition. Oral assessment is continuous, but includes a formal examination, internally assessed and externally moderated by the International Baccalaureate Organization. The course is communicative and focuses on interactive methods. The aim is to prepare students to use language appropriately in a range of situations and contexts, and for a variety of purposes. Equal emphasis is placed on listening, speaking, reading and writing. Themes set as a framework for IB French include “Change” (technical, social, political), “Leisure” (the Arts, travel, media) and “Groups” (Community, family).

IB French SL (6th Subject--Arts) (50 minute class)

Aims of the course are to develop the student's ability to communicate accurately and effectively in speech and in writing; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide the student with a sound linguistic base for further study; and to provide the opportunity for enjoyment, creativity and intellectual stimulation. Class is conducted entirely in French. A systematic presentation and review of grammatical structures is built into this course and is applied to the four basic language skills. Students are required to read a variety of texts. The course focuses on communication and increased proficiency in listening, speaking, reading and writing. A survey of the history, literature and art of France is a part of this course. Multiple opportunities are provided for students to use the language through small group activities and projects.

IB German HL (Language B) (50 minute class)

Students will continue to study authentic materials and perfect their reading, writing, listening, comprehension and speaking skills within the context of broad themes selected from the IB syllabus. A concise review of complex and essential grammar structures and their usage will be combined with exposure to real-world samples and various texts from German literature. Intensive vocabulary acquisition will accompany the latter in order to increase reading comprehension. Continuous ongoing assessment of students' progress is a feature of the program during this course. Video and audio recordings of student presentations, discussions, debates, and similar activities are required by IB, which monitors the audio recordings as a part of the examination process. IB candidates will be prepared to sit for the externally administered written examinations in May.

IB German SL (6th Subject--Arts) (50 minute class)

The aims of this course are to develop the student's ability to communicate accurately and effectively in speech and in writing; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide the student with a sound linguistic base for further study; and to provide the opportunity for enjoyment, creativity and intellectual stimulation. Class is conducted entirely in German. A systematic presentation and review of grammatical structures is built into this course and is applied to the four basic language skills. Students are required to read a variety of texts.

IB Informational Technology in a Global Society SL (50 minute class)

This course is designed to allow students to interact with the information technology that we use every day, and examine the social and ethical implications of the use of that technology on both a local and a global scale. Included in the course are basic computer skills sessions, practical applications of the technology developed by the student for real-world use, and higher theoretical discussions of the issues related to use and misuse of information technology. This course is open to all students with an interest in examining how we use technology, though basic computer competency is recommended (i.e. word processing and spreadsheet background).

IB Latin SL (6th Subject--Arts) (50 minute class)

This course is designed to fulfill the International Baccalaureate Arts requirement. All grammar structures previously studied in Latin I-II will be reviewed. Lyrical and elegiac poetry will be introduced through the study of Ovid, Catullus, Horace, and Virgil. Students will learn to demonstrate an ability to understand and translate texts in the original Latin language, and where appropriate, read them aloud with suitable expression and emphasis. Students will also display a knowledge and understanding of these texts within their historical and cultural contexts, and an awareness of relationships between classical and modern works. Students will develop the ability to construct a clear argument supported by relevant examples, as well as the ability to appreciate and analyze the techniques and styles of a variety of ancient texts in the original language. Specific preparations for the International Baccalaureate exam will include sight translation of studied authors, analytical essay writing, short answer literary analysis and reading comprehension, and recitation and analysis of classical selections.

IB Latin HL (Language B) (50 minute class)

This is the first of a two-semester course designed to fulfill the International Baccalaureate Language B requirements. All grammar structures previously studied in Latin I-III will be reviewed. Lyrical and elegiac poetry will be introduced through the study of Ovid, Catullus, Horace, and Virgil. Students will learn to demonstrate an ability to understand and translate texts in the original Latin language, and where appropriate, read them aloud with suitable expression and emphasis. Students will also display a knowledge and understanding of these texts within their historical and cultural contexts, and an awareness of relationships between classical and modern works. Students will develop the ability to

construct a clear argument supported by relevant examples, as well as the ability to appreciate and analyze the techniques and styles of a variety of ancient texts in the original language. Specific preparations for the International Baccalaureate exam will include sight translation of studied authors, analytical essay writing, short answer literary analysis and reading comprehension, research dossier on a classical topic, recitation and analysis of classical selections, and translation of modern texts into specific styles of studied authors.

IB History of the Americas SL (11th grade History) (50 minute class)

History of the Americas is the first and regional component for the IB History curriculum. It is primarily a comparative studies course, which provides in-depth analysis of the entire Western Hemisphere. Students must be able to interpret and critically evaluate primary source material, and present clear, well-substantiated arguments. Students complete the external assessment associated with IB History, which requires that students analytically interpret historical events and topics.

IB Twentieth Century Topics HL (12th grade History) (50 minute class)

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and challenges inherent in understanding the history of the 20th Century. Themes covered include the causes, practices & effects of modern war (World War I, World War II, the Chinese Civil War, the Korean War, and the Vietnam Conflict), the rise & fall of single-party states (Italy, Germany, the Soviet Union, China, and Cuba) and the Cold War. Students gain the opportunity to engage in the exciting and proven international curriculum while fulfilling Georgia's high school graduation requirements. Students will sit for two externally-assessed IB History examinations in May of the senior year.

IB Math Studies SL (100 minute class)

Math Studies encourages the growth of math exploration and expertise in students with varied background and abilities. Compulsory topics include Number and Algebra, Sets and Logic, Geometry and Trigonometry, Statistics and Probability, Functions, and Financial Mathematics. Introductory Differential Calculus is the topic used for further study, which includes, but is not limited to, the definition of the derivative as a limit, the properties and rules for derivatives of polynomial functions, the application of the derivative in graphical and analytical interpretations of graphs, rates of change, extrema, rates of change, and instantaneous velocity. External assessment comprises 80% of the final mark. It is a two-part examination: Part One comprises 40% of the examination total and consists of fifteen compulsory short-response questions based on the compulsory core of the course content. Part Two comprises 40% of the examination total, and consists of an extended-response question from the Introductory Differential Calculus content. 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. The project comprises 20% of the examination total. The project is internally assessed by the teacher and externally moderated by the International Baccalaureate Organization. Students must complete the project in order to receive the IB Diploma.

IB Music SL (50 minute class)

IB Music is designed to provide students with the opportunity to explore and enjoy the diversity of music throughout the world while encouraging students to develop perceptual skills through a breadth of musical experiences. Through these experiences, students will learn to recognize, speculate, analyze, identify, discriminate, and hypothesize in relation to music.

IB Music gives students the opportunity to explore and enjoy the diversity of music throughout the world while encouraging students to develop perceptual skills through a breadth of musical experiences, where they will learn to recognize, speculate, analyze, identify, discriminate and hypothesize in relation to music. *Pre-requisites for this course include either three years of school-based classroom instruction in band/chorus or six years of private instruction and approval from the instructor.*

IB Physics SL (50 minute class)

This course curriculum consists of study in six topics: measurement, mechanics, thermal physics, and properties of matter, waves, electricity and magnetism, and atomic and nuclear physics. Additional study will include the optional topics of mechanics, atomic and nuclear physics, energy, biomedical physics, historical physics, astrophysics, relativity, and optics. Internal assessment includes documented laboratory experiments and reflection; externally-assessed examinations cover principles of physics as applied to the content of the course.

IB Psychology SL (50 minute class)

One of the Sixth Subject options, IB Psychology focuses on three basic elements of psychology: biological, cognitive, and learning. Students will be expected to be able to explain how cultural, ethical, gender and methodological considerations affect the interpretation of behavior within the context of the three basic areas; students will also demonstrate the knowledge and skills required for experimental design, data collection, data analysis and interpretation. The course will also explore the application of each perspective through a study of pathological behavior. Internal assessment will be based upon reproduction of a simple experimental study. The external assessment consists of two papers: Paper One includes the three perspectives of psychology and Paper Two is based on the study of pathological behavior.

IB Spanish HL (Language B) (50 minute class)

Students will continue to study authentic materials and perfect their reading, writing, listening, comprehension and speaking skills within the context of broad themes selected from the IB syllabus. A concise review of complex and essential grammar structures and their usage will be combined with exposure to real-world samples and various texts from Spanish and Ibero-American literature. Intensive vocabulary acquisition will accompany the latter in order to increase reading comprehension. Continuous ongoing assessment of students' progress is a feature of the program during this course. Video and audio recordings of student presentations, discussions, debates, and similar activities are required by IB, which monitors the audio recordings as a part of the examination process. IB candidates will be prepared to sit for the externally administered written examinations in May.

IB Spanish SL (6th Subject--Arts) (50 minute class)

The aims of the course are to develop the student's ability to communicate accurately and effectively in speech and in writing; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide the student with a sound linguistic base for further study; and to provide the opportunity for enjoyment, creativity and intellectual stimulation. Class is conducted entirely in Spanish. A systematic presentation and review of grammatical structures is built into this course and is applied to the four basic language skills. Students are required to read a variety of texts.

IB Theory of Knowledge SL (50 minute class)

Theory of Knowledge is a required capstone or summary course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History). Assessed items include an internally-graded presentation in which students apply Ways of Knowing and Areas of Knowledge to a contemporary issue in a critical fashion, and an externally-graded essay which is a written response to a prompt about critical issues in epistemology. Non-IB students may apply to take this course, space permitting.

IB Visual Arts SL (50 minute class)

One of the Sixth Subject options, IB Visual Arts includes the exploration of art history, aesthetics, art criticism, and art production through personal research. Students study artists, world cultures, styles, media, and techniques of their choice. Students maintain one or more Research Workbooks (RWB) in which they make notes about their research and use critical thinking skills to describe, analyze, interpret and make personal judgments about their own artwork and that of others. From this research, students develop personal projects which involve deciding which goals to achieve, whether they wish to work under the influence of another artist or culture, which media to use, and which techniques, equipment, and supplies are needed. Students produce artwork based on those plans which later will be part of their IB Visual Arts exhibit. An examiner from the International Baccalaureate Organization will come to the exhibit, examine the artwork and the RWBs, and then discuss the experience, the RWBs, and the exhibit with each student.

Gifted and Talented Courses

Forsyth County high schools use a variety of models for direct and indirect instruction of our gifted students. The collaborative and advance content models meet the needs of gifted and talented students within the classroom.

Specific courses are also offered:

Horizons Seminar (Directed Study I) • Grades 9-10

see gifted coordinator for details

Horizons Seminar is an elective seminar class for identified gifted students. This class is designed to provide in-depth cross-curricular study of broad-based themes. Students will conduct in-depth research on chosen topics. The class will also focus on seminar discussions of philosophy, literature, science, math, psychology, and history. Horizons Seminar is designed for self-motivated and self-disciplined gifted students.

Directed Study II • Grades 11-12

Prerequisite: Horizons Seminar I

Directed Study II is an elective resource class for identified gifted students. It is an independent study class where students conduct in-depth research on chosen topics. After independently researching the topic, the student will compile a final paper and create visual aids such as PowerPoint presentations, videos, etc. The students will conclude their research project with a formal presentation of their findings. Directed Study II is designed for self-motivated and self-disciplined gifted students.

Independent Research Class

Requires panel approval - see gifted coordinator for details

Student develops course requirements and presents to evaluation board (gifted administrator, 2-3 gifted teachers) for approval into the class. Class size 5-6 students per semester.

Gifted Mentor Internship • Grades 9-12

A gifted student works with a mentor to explore a profession of interest. The gifted education specialist maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals.

Course availability is contingent upon student requests and personnel.

Special Education

Collaborative/Co-taught Classes

Based on the student's IEP and learning needs, we offer a variety of services within the core academic courses including consultative services, collaborative and co-taught support, as well as pull-out or resource classes. Students on a college or technical seal are expected to meet the state-designated curriculum standards of the class in order for credit to be earned.

RVI-Related Vocational Instruction

Goals:

- 1) To provide students with disabilities guidance in career exploration
- 2) To provide students with disabilities the opportunity to successfully participate in Technology Career Programs – including the delivery of appropriate accommodations.
- 3) To provide students with disabilities opportunities to gain job related skills within the community

Special Education Diploma Seal Courses

The DISCOVER Program is an option for those Resource students interested in opportunities for competitive employment immediately after graduation. The DISCOVER Program is not restricted by a set curriculum, but is tailored to the needs of the individual student. It is a career-focused curriculum. Students will learn about career research, obtaining a job, keeping a job, money management, and problem solving. The goal of this program is to give students skills necessary to be successful throughout their lives. Any technical or academic classes that students may take will be modified to their ability level. Students may follow a plan that may include job shadowing, work-study, and/or an apprenticeship program.

Students meeting Individual Education Plan (IEP) objectives will only be given elective credit toward a diploma or credit toward a Special Education diploma for these courses.

Discover Life Skills English- (50 minute class)

Students will gain the necessary English skills to assist in the following areas: 1) Looking up information, such as alphabetizing, using guide words, knowing where to look, using the internet; 2) Using dictionaries- understanding entries, spelling, and using the facts; 3) Using various sources of information – almanacs, atlases, maps, encyclopedias, cookbooks, food labels, how-to books, and magazines; 4) Obtaining telephone skills from communication to paying bills, 5) Using the Library; 6) Finding information from the media; 7) Finding expert help; 8) Filling out forms; and 9) Shopping.

Discover Life Skills Math (50 minute class)

Students will learn to use everyday math skills to enhance independent living. Math skills are utilized in real-life situations, such as counting calories, home improvements, sports, games of chance, adjusting recipes, crafts, fractions used at home, spending money, earning money, traveling, timing, statistics, insurance, lawn care and using energy.

Discover Career Exploration (50 minute class)

Students will gain an understanding of their abilities, interests, work styles and values and use the information to research jobs that are appropriate. Career information is gained through research, guest speakers, daily activities and self-actualization. Students also learn the various tools and resources that enhance career exploration.

Discover Life Skills (50 minute class)

Students will become aware of common daily living skills that are needed for a successful transition into adulthood. The course will include information regarding a healthy and safe lifestyle, nutrition and fitness, emotional health and self-advocacy, financial responsibilities, accessing resources, social awareness, self expression, career development, and other areas of transition.

Discover English for the World of Work (50 minute class)

Students will utilize reading, writing, and communication skills and incorporate them in the following areas: seeking and applying for jobs, preparing a resume, filling out job applications, telephone skills, following directions, using job-related resources, filling out business forms, communicating with the public,

conducting a business meeting, writing business reports, completing business travel expenses and interpreting health insurance forms.

Discover Math for the World of Work (50 minute class)

Students will utilize critical math skills, such as whole numbers, fractions, decimals, averages, estimating, measurements, and ratios; to calculate and understand wages and benefits, to be aware of and experiences with the types of math used in various businesses, human resources, business travel, corporate banking, operating expenses, business management, casualty insurance, government regulations, sales and marketing and mail-order business; and to determine risks for business owners.

Discover Job Skills (50 minute class)

Students will gain job-readiness skills and knowledge in the following areas: occupational trends and the labor force, identifying employer's expectations, dressing and grooming for success, understanding compensation, benefits, and employee rights, learning which skills employers value most, getting along with co-workers, meeting customers' expectations and earning pay increases and promotions.

Discover Citizenship (50 minute class)

Students will gain an understanding of Citizenship - naturalization, getting a passport, knowing and protecting your rights; Local and State Governments – seeking government services, getting help in an emergency, obtaining a driver's license; Federal Government – using the postal service, applying for social security, serving in the armed forces, understanding income taxes; Laws – seeking legal help, protecting your rights, being called as a witness, serving as a jury; and Political Process – voting, being an informed citizen, using editorials. Students will also gain awareness to current events within criminal and civil courts and the laws that guide them.

Discover Consumer Math (50 minute class)

Students will have an opportunity to use basic math skills in everyday situations, such as paying taxes, buying food, banking and investing, traveling, buying and maintaining a car, and managing a household.

Discover Everyday Reading (50 minute class)

Students will understand how to read life-relevant documents in the areas of consumer choices; information tools; graphs, charts and forms; newspaper awareness; and personal commitments, such as leases, invoices and banking agreements. This reading series will also provide reading strategies, phonics, nonfiction strategies, and vocabulary building.

Students will also partake in the "working for myself" reading series where they will be able to increase their awareness about various jobs, the obstacles that come with working for yourself and strategies to overcome these obstacles.

Discover Changes and Choices (50 minute class)

Students will acquire a self-awareness and understanding of life's many roads and challenges. The curriculum will include lessons in understanding one's own personality and you make decisions, communicating and the roles found in various relationships, handling stress and facing changes, living with a family, getting along with others and taking care of one's self.

Discover Occupational Math (50 minute class)

Students will apply basic math skills according to job demands. The series will have students research jobs, refresh their math skills and combine this knowledge when applying math on the job. Math will become something that is useful and meaningful for a job and/or career.

Discover Reading- (50 minute class)

This reading curriculum will focus on functional/career reading vocabulary with an effort to increase fluency and the ability to recognized commonly used terms and words on the job. In addition, students will be reading classic novels in hopes of broadening their reading options and their knowledge of the classics.

Discover Cultural Diversity (50 minute class)

Students will gain an awareness and understanding of the various cultures that influence today's society and the cultures that may be present within a job-site. While studying the cultures, students will utilize their mapping skills and gain historical events that may have lead up to certain cultural shifts. This curriculum allows students to appreciate and respect other's differences.