

# Camden County High School

## Course Selection Planning Guide

### 2019 - 2020



This booklet is designed to provide basic information for students and parents about courses and graduation requirements at Camden County High School. This guide lists every course offered at the high school. Core courses are in the major academic disciplines: Language Arts, Mathematics, Science, Social Studies, and World Languages. Elective courses may fall into a specific Career Academy while others are offered in all of the Career Academies. There are six Career Academies:


- Freshman Academy
- Business Administration Academy
- Engineering and Industrial Technology Academy
- Fine Arts Academy
- Government & Public Services Academy
- Health & Environmental Science Academy

This guide will assist in tailoring an academic program to individual needs, which will help provide maximum opportunities for success after graduation. Students and parents are strongly encouraged to engage the faculty, especially guidance counselors, advisors, and teachers, throughout the student's career to ensure that every opportunity is considered.

Camden County High School has two semesters each academic year. Each student will choose eleven courses each year from this course guide when registering, three of which are alternates. Students take four courses fall semester and four more courses spring semester, for a total of eight courses per academic year. This is called a "4x4 block" schedule. An A/B Block is offered for select courses. On an A/B Block two courses alternate days throughout the entire two semester school year. Typically, two core and two elective courses are taken each semester, although more than two core classes may be taken. A student can take 32 classes (may earn 32 credits) over their four years in high school. Availability of courses each semester is determined by student enrollment. A minimum of 28 credits is required to graduate.

## Hope Scholarship

In order to meet HOPE eligibility students must:

- Have a 3.0 High School GPA as calculated by the Georgia Student Finance Commission in core curriculum courses
  - Must earn 4 full credits from the Rigor list
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- For questions, see your guidance counselor

HOPE Rigor List	
Type of Course	Course Title
English	AP Language/Composition
English	AP Literature/Composition
Mathematics	AP Calculus AB
Mathematics	AP Calculus BC
Mathematics	AP Statistics
Mathematics	Advanced Mathematical Decision Making
Mathematics	CCGPS or GSE Advanced Algebra
Mathematics	CCGPS or GSE Pre-Calculus
Science	AP Computer Science A
Science	AP Computer Science Principles
Science	Biology II (Grades 9-12)
Science	AP Biology
Science	AP Environmental Science
Science	Human Anatomy/Physiology
Science	Chemistry I
Science	Chemistry II
Science	AP Chemistry
Science	Physics I
Science	Physics II
Science	AP Physics 1
Science	AP Physics 2
Science	Scientific Research III (not offered at CCHS)
Social Studies	AP Psychology
Social Studies	AP Government/Politics: United States
Social Studies	AP Microeconomics
Social Studies	AP Human Geography
Social Studies	AP World History
Social Studies	AP United States History
Social Studies	AP European History
Foreign Language	French II (not offered at CCHS)
Foreign Language	French III (not offered at CCHS)
Foreign Language	AP French/Language & Culture (not offered at CCHS)
Foreign Language	Spanish II
Foreign Language	Spanish III
Foreign Language	AP Spanish/Language & Culture (not offered at CCHS)
Foreign Language	World Language – Level 2 (not offered at CCHS)

## CLASS OF 2015 and beyond STUDENT REQUIREMENTS FOR GRADUATION

There is one common set of requirements for all students. Students will be required to complete four units in each of the academic areas: Language Arts, Mathematics, Social Studies, and Science. In addition, a total of three units will be required from: CTAE (Career Tech) and/or World Language and/or Fine Arts for all students. One unit of Health/PE and eight additional electives will be required for graduation.

Students planning to enter or transfer into a University System of Georgia Institution or other post-secondary institution must take two units of the same World Language. In addition, different types of institutions (research universities, regional universities, senior colleges, two year colleges) may require additional academic units. Each college or university may exceed the minimum requirements for admission. College Admissions Offices look at a student's SAT, ACT, GPA, and the rigorous curriculum they passed during high school, especially the number of Advanced Placement courses. See a school counselor or contact the college for additional information.

- In order to graduate from Camden County High School, a student must meet requirements in the following areas:

**ATTENDANCE:** a student must be enrolled full-time for a minimum of seven semesters in high school. Regular semesters are defined as the two consecutive semesters which begins in August and end in May or June of each school year.

**Core Classes:** Students are required to complete a core academic course in all 4 content areas (Science, ELA, Mathematics, Social Studies) beginning enrollment as a 9<sup>th</sup> grader through 12<sup>th</sup> grade.

**End of Course Testing:** Students are required to pass at least one of the End-of-Course Tests in each of the areas of Language Arts, Math, Science, and Social Studies

**CAREER ACADEMIES:** A student must select a Career Academy at the end of his or her freshmen year and complete three units in that academy for graduation. The Career Academies are:

- Business
- Engineering and Industrial Technology
- Fine Arts
- Freshmen – all 9<sup>th</sup> grade students are a part of this academy
- Government and Public Services
- Health and Environmental Science

All academies with the exception of the Freshmen Academy have a Program of Studies for selection by students.

### Career Technical Agricultural Education (CTAE) Pathway Courses and

#### Elective Courses

Career Technical Agricultural Pathways consist of a three course sequence in the same career cluster. Many of the CTAE Programs at Camden County High School are industry certified. Students who complete these programs are career-ready as the curriculum is carefully aligned to meet industry standards. All students who complete a CTAE Pathway will take an End of Pathway Assessment to determine certification eligibility.

**CARNEGIE UNITS:** A student must earn 28 Carnegie units.

REQUIRED AREAS OF STUDY		
Language Arts	4 units	
Mathematics	4 units	
Science	4 units: option I or II sequence	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Option I Physical Science Biology I Chemistry or Environmental Science 1 other Science</td> <td style="width: 50%;">Option II Biology I Chemistry Physics 1 other Science</td> </tr> </table>	Option I Physical Science Biology I Chemistry or Environmental Science 1 other Science
Option I Physical Science Biology I Chemistry or Environmental Science 1 other Science	Option II Biology I Chemistry Physics 1 other Science	
Social Studies	4 units World History American Government U. S. History Economics	
Physical Education/Health	1 unit	
Career Academy	3 units focused on a program of study	
Locally Required or Elective Units	8 electives (2 of these should be World Language if a student plans to attend a four-year college or university)*	
Total units required	28 units minimum*	

**Promotion Criteria:** Students are promoted and retained at the end of the school year following the promotion criteria. Students are considered sophomores after 5 or more Carnegie units, juniors with 12 or more units, and seniors with 20 or more units.

**Important Note:** Students who plan to attend the University of Georgia, Georgia Tech, Medical College of Georgia, or Georgia State University or other major research institutions are strongly encouraged to take a total of 20 academic units from language arts, mathematics, social studies, science, and world language, along with meeting other admission requirements. Admission to these schools is very competitive. These schools look at a student's SAT, GPA, number of advanced placement courses, and the rigorous curriculum passed.

### EARLY GRADUATION

Camden County students desiring to graduate early during their senior year must meet the following criteria in addition to the local graduation requirements that have been established:

1. **GPA:** Students must have a weighted GPA of 3.0.
2. **Attendance:** Students must have less than fifteen (15) excused and/or unexcused absences during their junior year and less than seven (7) excused and/or unexcused absences during the fall semester of their senior year.
3. **Graduation Declaration:** Students must notify guidance by **MAY 1** of their junior year if they are planning to apply for early graduation.
4. If a student chooses to graduate early they may participate in the spring graduation ceremony but will forfeit all standing in class rank and all spring Senior activities, such as Grad Night and Prom.

### Dual Enrollment College Credit

Camden County High School students have the opportunity to attend college through our partnership with Coastal Pines Technical College. Students are offered the opportunity to earn college credit by enrolling in courses offered on campus at CCHS. Dual Enrollment credits are dependent upon State Department of Education approval. College credit is awarded. However, dual enrollment transfer credit is at the discretion of Colleges/Universities. It is advised to check final college destinations to see if the course earned applies to the major your student selects. Dual Enrollment, students must meet the following requirements –

1. Be on track toward graduation
2. Receive guidance counselor approval and complete the Dual Enrollment participation agreement
3. Earn the required test scores on the Accuplacer, ACT, or SAT exams
4. Complete Coastal Pines Dual Enrollment Application for Admissions
5. Complete the online Dual Enrollment financial aid application on gafutures.org
6. AP/Dual Enrollment Student Requirements:
  - Score at least 17 on the math and verbal sections of the ACT
  - Score 19 on the ACT if the course is a college mathematics class
  - OR, Score at least 450 on the mathematics and verbal section of the SAT
  - OR, Take the ACCUPLACER (given at CCHS) and meet the following score requirements:
    - 64 Reading Comprehension
    - 70 Sentence Skills
    - 57 Elementary Algebra
    - 70 College Level Math (Required for pre-calculus and calculus)
  - OR, have a 2.6 HOPE GPA following a student's 10<sup>th</sup> grade year
7. CTAE admission requirements vary – consult guidance to check eligibility

# Course Descriptions

Courses last for one semester term and earn one Carnegie unit unless otherwise stated.

Courses conform to state guidelines as found at <http://www.georgiastandards.org/>.

## Core Academic Courses

### Language Arts

#### Language Arts Advanced Academic Pathway

In order to earn an advanced academic pathway in English, a student must take the highest level of English offered at each grade level, and earn credit in two sequential courses in one world language

YEAR	College Prep 4 Courses to Graduate	Advanced Academic English Pathway  Students must complete 4 required English courses to graduate  Required: highest level English course offered at each grade level
9 <sup>th</sup>	Ninth Grade Literature	Ninth Grade Literature H/G
10 <sup>th</sup>	Tenth Grade Literature	Tenth Grade Literature H/G
11 <sup>th</sup>	American Literature	AP Language
12 <sup>th</sup>	British/Multicultural Literature or Dramatic Writing	AP Literature

#### Ninth Grade Literature/ Composition

**Grade level: 9** **Highly Recommended: None**

Ninth Grade Literature/Composition focuses on a study of literary genres, with students developing the ability to support interpretations from texts. Students review the writing process and write in all formats. Conventions are studied in the context of reading, writing, and speaking. Students gain awareness of media genres and develop skill in evaluating media and making presentations.

#### Honors/Gifted Ninth Grade Literature/ Composition

**Grade level: 9** **Highly Recommended: H/G 8<sup>th</sup> English**

Students who have successfully completed 8th grade pre-AP English are the most prepared for the additional reading, writing and higher-order thinking that will be required for this course. Students should be self-motivated and willing to spend time on reading and writing outside of class.

#### A/B Block Hon/Gifted Ninth Grade Lit

**Grade level: 9** **Co-requisite: AP World History**

A/B Block Hon/Gifted Ninth Grade Literature will be taught in conjunction with AP World History so that interdisciplinary projects may be facilitated. These two courses will be taught on an A/B block (alternating days) over two semesters.

#### Tenth Grade Literature/ Composition

**Grade level: 10** **Highly Recommended: 9<sup>th</sup> grade Literature/Composition**

Tenth Grade Literature/Composition focuses on the study of literary themes. Students practice all modes of writing but concentrate on persuasive writing and continue to use research and technology. Instruction in conventions takes place in the context of reading, writing, and speaking, rather than in isolation. Students continue listening and viewing critically and develop further skill in written and oral communication.

#### Honors/Gifted Tenth Grade Literature/ Composition

**Grade level: 10** **Highly Recommended: H/G 9<sup>th</sup> Lit.**

Students who have successfully completed Honors/Gifted Ninth Grade Literature are the most prepared for the additional reading, writing and higher order thinking that will be required for this course. Students should be self-motivated and willing to spend time on reading and writing outside of class.

#### American Literature/Composition

**Grade level: 11** **Highly Recommended: 9<sup>th</sup> and 10<sup>th</sup> Literature/Composition**

In American Literature and Composition, students develop understanding of chronological context and relevance of period structures and how they affect meaning in literature. They practice all modes of writing but focus on expository writing. Students study Standard English conventions, learning that conventions are the "good manners" of writing and speaking that make communication fluid. Students continue to improve their skills in listening, speaking, and viewing.

#### Honors/Gifted American Literature/Composition

**Grade level: 11** **Highly Recommended: H/G 10<sup>th</sup> Lit.**

Students taking this course should be prepared to read more complex texts in class and outside of class with in-depth analysis. Students will write from college-level prompts in a variety of genres.

#### British/Multicultural Literature

**Grade level: 12** **Highly Recommended: 9<sup>th</sup> and 10<sup>th</sup> Lit/Comp and Am. Lit/Comp**

British/Multicultural Literature will examine selections from diverse ethnicities. Reading in this course is selected to be high-interest and thought provoking, and will include literary and informational texts based on thematic units. Writing will focus on personal narratives, expository essays, and critical analyses. Research and technology skills will continue to be advanced and used to support writing.

#### Honors/Gifted British/Multicultural Literature

**Grade level: 12** **Highly Recommended: H/G 11<sup>th</sup> Lit. or AP Lang**

Students taking this course should be prepared to read more complex texts in class and outside of class with in-depth analysis. Students will write from college-level prompts in a variety of genres.

#### Dramatic Writing (Film, Television, and Theatre I) –

**Grade level: 12** **Highly Recommended: None**

Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of "writerly stance" by reading, viewing, and analyzing texts and visual media from a writer's point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. **Note: This course meets fourth English Language Arts core requirement.**

#### Literature and History of the Bible

**Grade level: 10-12** **Highly Recommended: 9<sup>th</sup> Lit/Comp**

The literature and history of both the old and new testaments will be analyzed. This is not a religion class. The emphasis is on literary styles and the customs and cultures of the people. The influence of the Bible on subsequent art, literature, law, and events will be discussed, including current events in the Middle East.

#### DUAL ENROLLMENT AP Language\*

**Grade level: 11-12** **Prerequisite: 9<sup>th</sup> and 10<sup>th</sup> Language Arts**  
**Highly Recommended: H/G 9<sup>th</sup> Lit. and H/G 10<sup>th</sup> Lit.**

Advanced Placement English Language and Composition is an equivalent college freshman course designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The course should enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers.

This course meets the requirement of high school American Literature.

Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

#### DE Advanced Placement English Literature/Composition

**Grade level: 12** **Highly Recommended: English Lit/Comp Honors**

Advanced Placement English Literature and Composition is an equivalent college freshman course in literary analysis, interpretation, and writing. This course will strengthen analytical thinking, reading, and writing skills. By the end of the course, students should feel comfortable analyzing structure, theme, and style of various genres of literature. As a culmination of the course, students may elect to take the AP English Literature and Composition Exam given in May. With a score of 3-5 on the exam, students can earn freshman English credit in most colleges

Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

## Mathematics

#### STEM Mathematics Advanced Academic Pathway

In order to earn an advanced academic pathway in math, a student must complete 4 required credits in mathematics, AND the student's course history in mathematics must include at least TWO (2) AP mathematics courses, and earn credit in two sequential courses in one world language.

YEAR	College Prep 4 Courses to Graduate	Advanced Academic Mathematics Pathway  Students must complete 5 mathematics courses to graduate
9 <sup>th</sup>	Coordinate Algebra	Students will double up and take 2 of the Honors/Gifted versions of Coordinate Algebra, Analytic Geometry, Advanced Algebra, and PreCalculus during the same year in order to be prepared to take AP Statistics, and/or AP Calculus AB, both AP Calculus AB and BC, or any Dual Enrollment mathematics course.
10 <sup>th</sup>	Analytic Geometry	
11 <sup>th</sup>	Advanced Algebra	
12 <sup>th</sup>	Pre-Calculus, or Advanced Mathematical Decision Making, or Mathematics of Finance or AP Statistics, or any Dual Enrollment mathematics course.	

		Note: Students who double up and take 2 mathematics courses during one year are required to take a fifth mathematics course their senior year from the list above.
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### Coordinate Algebra

**Grade Level: 9**

**Highly Recommended: None**

The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied.

### Honors/Gifted Coordinate Algebra

**Grade Level: 9**

**Highly Recommended: Teacher Recommendation/LEVEL 4 on EOG**

This is an honors level course for mathematically talented students with strong computational skills and a solid understanding of middle school mathematics topics. Students should be prepared for higher-order thinking and problem-solving approaches as a basis for instruction in this course.

### Coordinate Algebra Support

**Grade Level: 9**

**Co-requisite: Must be registered for Coordinate Algebra**

#### **Required if not meeting standards on EOG**

The purpose of this course is to provide additional support to students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course should be taught concurrently with Coordinated Algebra, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. Offered on A/B Block schedule with Coordinate Algebra. Each class will meet on alternating days throughout the entire school year.

### Analytic Geometry

**Grade Level: 10**

**Required: Coordinate Algebra**

The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic representations on the coordinate plane. The link between probability and data is explored through conditional probability.

### Honors/Gifted Analytic Geometry

**Grade Level: 10**

**Highly Recommended: Coordinate Algebra H/G Or Level 4 on Coord. Alg EOC**

This is an honors level course for mathematically talented students with strong computational skills and a solid understanding of Coordinate Algebra topics. Students should be prepared for higher-order thinking and problem-solving approaches as a basis for instruction in this course.

### Analytic Geometry Support

**Grade Level: 10**

**Co-requisite: Must be registered for Analytic Geometry**

The purpose of this course is to provide additional support to students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course should be taught concurrently with Analytic Geometry, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. Scheduled on A/B Block with Analytic Geometry. Each class will meet on alternating days throughout the entire school year.

### Advanced Algebra

**Grade Level: 11**

**Required: Analytic Geometry**

In this course, students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into 6 critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational and radical functions. They expand their study of right triangle trigonometry to model phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

### Honors/Gifted Advanced Algebra

**Grade Level: 11**

**Highly Recommended: Analytic Geometry/H/G Or Level 4 on Analytic Geom EOC**

This is an honors level course for mathematically talented students with strong computational skills and a solid understanding of Analytic Geometry topics. Students should be prepared for higher-order thinking and problem-solving approaches as a basis for instruction in this course.

### Pre-Calculus

**Grade: 12**

**Required: Advanced Algebra**

Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverse, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions.

### Honors/Gifted Pre-Calculus

**Grade: 12**

**Highly Recommended: Advanced Algebra H/G**

This is an honors level course for mathematically talented students with strong computational skills and a solid understanding of Advanced Algebra topics. Students should be prepared for higher-order thinking and problem-solving approaches as a basis for instruction in this course.

### Advanced Mathematical Decision Making

**Grade Level: 12**

**Required: Advanced Algebra**

This is a course designed to follow the completion of Mathematics III. The course will give students further experience with statistical information and summaries, methods of design and conducting statistical studies, an opportunity to analyze various processes, modeling of data, basic financial decisions and use network models for making decisions.

### Mathematics of Finance

**Grade Level: 12**

**Required: Advanced Algebra**

This course concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in this course will be based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics. **This course will not be accepted for the 4<sup>th</sup> math credit for students applying to 4-yr colleges.**

### Advanced Placement Calculus AB

**Grade Level: 12**

**Highly Recommended: PreCalculus**

This course conforms to College Board topics for the Advanced Placement Calculus AB Exam. It provides a more challenging approach to the regular Calculus curriculum for more advanced students. Passing exam *may* get credit for Calculus I.

### DUAL ENROLLMENT AP Calculus AB

**Grade level 10-12**

**Highly Recommended: PreCalculus**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

### Advanced Placement Calculus BC

**Grade Level: 12**

**Highly Recommended: AP Calculus AB**

This course conforms to College Board topics for the Advanced Placement Calculus BC Exam. Passing exam grade *may* get credit for Calculus I and II.

### DUAL ENROLLMENT AP Calculus BC

**Grade level 10-12**

**Highly Recommended: AP Calculus AB**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

### Advanced Placement Statistics

**Grade level: 11-12**

**Highly Recommended: Advanced Algebra**

This course covers four major themes: exploratory analysis, planning a study, probability, and statistical inference. It follows the College Board syllabus for the Advanced Placement Statistics Examination.

### DUAL ENROLLMENT Advanced Placement Statistics

**Grade level 11-12**

**Highly Recommended: Advanced Algebra**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

## Science

### STEM Science Advanced Academic Pathway

In order to earn an advanced academic pathway in science, a student must complete 4 required credits in science, AND the student's course history in mathematics must include at least ONE (1) AP science courses, ONE (1) Physics 1 course, and earn credit in two sequential courses in one world language

YEAR	College Prep	Advanced Academic Science Pathway
	4 courses to Graduate The 3 <sup>rd</sup> and 4 <sup>th</sup> Science can be an AP Science Course.	Students must complete 4 required sciences to graduate Required: 1 AP Science Course and 1 <u>must</u> be a physics course.
9 <sup>th</sup> Required	CP Physical Science	HG Biology 1

10 <sup>th</sup> Required	CP Biology	HG Chemistry 1
11 <sup>th</sup>	Chemistry, Earth Systems, or Environmental Science	** (1 course of <b>Physics 1</b> is required 11 <sup>th</sup> or 12 <sup>th</sup> grade year)
12 <sup>th</sup>	4 <sup>th</sup> Science	1 AP Science

**Physical Science**                      **Highly Recommended: None**

**Grade level: 9**

Physical science involves the study of matter and energy. Laboratory investigations are integral as they supplement the science theory taught in class. Lab safety is emphasized, and the metric system is used for gathering and comparing quantitative data during lab. The scientific process of inquiry is an overriding theme that underscores lab and text learning. Concepts covered during the semester are: classification of matter, atomic theory, periodicity, chemical bonding and reactions, the laws of conservation of matter and energy, solutions, acid and base chemistry, phase changes, laws of motion and force, energy transformation, electrical and magnetic forces, and wave properties. A practical project may be assigned. This course involves the application of mathematical formulas. Calculator use is strongly recommended.

**Honors/Gifted Physical Science**                      **Highly Recommended: 90 average in 8<sup>th</sup> grade science and Math 8**

Honors Physical Science involves a more in depth study of chemistry and physics than does the regular class. Students should be very well organized and possess a high degree of motivation. Students should also possess excellent study skills. Mathematical relationships, where appropriate, are emphasized. Emphasis is also placed on science process skills. A practical and/or research project will be assigned. Students are further required to pursue professionalism in carrying out lab exercises, both during data collection and writing lab reports. Gifted students take Biology H/G in the ninth grade.

**Biology I**

**Grade level: 9-10**

**Highly Recommended: Physical Science**

The Biology I 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.

**Honors/Gifted Biology**                      **Highly Recommended: Physical Science Honors or Pre-AP/Gifted 8<sup>th</sup> Science and Math**

Ninth graders may opt to take more higher level science courses by skipping Physical Science and then taking BOTH Chemistry and Physics after Biology. Biology is the study of living organisms that will focus on five units: Nature of Science, Cellular Biology (structure/function and reproduction), Ecology, Genetics (Mendelian and Molecular), and Evolution. In H/G Biology I, chemistry and evolutionary concepts will thread through all units to show the relationships between chemistry and biological diversity. This course will emphasize a blend of reading, writing, and laboratory activities as well as manipulative activities utilizing individual and group work skills, creativity, problem solving, and analytical skills. The course will foster scientific literacy components set by the National Science Education Standards through Georgia's performance curriculum.

**Chemistry I**

**Grade level: 10-12**

**Highly Recommended: Coordinate Algebra, Biology, and Physical Science**

Chemistry I is an introductory course which includes the basic concepts of chemistry: Balanced Chemical Reactions, IUPAC Chemical Formulas, Law of Conservation of Matter, Stoichiometry (moles), Atomic Theory, Periodic Properties, Kinetic-Molecular Theory, Kinetics, and Solutions. Related laboratory experiences emphasize science process skills and will include hands-on, student-centered and inquiry-based activities. Chemistry is recommended for all college bound students.

**A/B Block Gifted/Honors Chemistry**                      **Co-requisite: AP Chemistry**

Chemistry I G/H is a rigorous introductory study of chemistry requiring extensive reading and problem-solving. An experimental science project is highly recommended in preparation for possible participation in the Georgia Science and Engineering Fair and the Georgia Junior Science and Humanities Symposium. Chemistry I Honors is recommended for all college bound students who plan to enter a science or a mathematical field of study and for students planning on taking *AP Chemistry* and/or the SAT subject matter test in Chemistry. Additional topics will include the radioactive decay series, intermolecular forces and molecular geometry, hydrocarbons, gas laws, equilibrium constants, electrochemistry, redox reactions, and reaction kinetics.

**Environmental Science**

**Grade Level: 11-12**

**Highly Recommended: Physical Science and Biology I**

Environmental Science is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment. This course is recommended for career tech students. *This course is recommended for students who achieve less than an 80% average in Biology I.*

**Environmental Issues and Research**

**Grade Level: 11-12**

This STEM elective course is designed to engage students in examining global and regional environmental issues. Students will conduct real world investigations that are relative to their county. The class will involve exercises, experiments, and outdoor field studies that engage students in the nature of science: experimental design, data analysis, and discussion. Students will also have the opportunity to participate in professional dialogue with college professors and local scientists.

**Dual Enrollment Human Anatomy/Physiology**

**Grade level: 11-12**

**Highly Recommended: Biology I  
Co-requisite: Chemistry**

This course is designed for those who plan to obtain post-secondary credentials in showing special interest in human biology. The structures and functions of the systems of the human body are studied in great detail. Most of the concepts are concentrated in physiological function of the organ systems. This course is recommended for students who plan to enter training programs for health care science or forensic science careers. Strong consideration will be given to those who are in the Health and Environmental Science Academy and the forensic science portion of the Government and Public Service Academy.

**Earth Systems**

**Grade Level: 11-12**

**Highly Recommended: Physical Science or Biology**

This course 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. .

**Oceanography**

**Grade level: 12**

**Highly Recommended: Biology I and Chemistry I**

This is a rigorous course in which students must be prepared to read from the college text book that accompanies the course. This course is designed for the college-bound student who wants to learn all areas of oceanography. Student must be prepared to learn about geological, chemical, physical, and biological aspects of oceanography.

**Physics I**

**Grade Level: 11-12**

**Highly Recommended: Accelerated Analytic Geometry**

Physics CP is a rigorous laboratory course that requires strong background in mathematics. This course is designed for college-bound students. This course is recommended for students who are interested in careers in the medical field and other sciences. **Students who did not take physical science are required to take either this course.** Topics of study will include kinematics, Newtonian mechanics, electricity, magnetism, optics, and nuclear physics.

**A/B DUAL ENROLLMENT AP Biology/ Biology II**

**Grade Level: 11-12**

**Counts as 2 HS credits**

AP Biology is a university level course. The AP Biology curriculum is set up as two semester college courses by College Board. This course is only offered on an A/B Block with AP Biology Lab. This course is for students who wish to earn college credit in a science course without using HOPE credits. Students interested in majoring in a science or pre-med should take this course. This semester focuses on the anatomy and physiology of humans, animals, and plants as well as ecology. Course work will include the required AP labs as well as other laboratory experiments and exercises. Most activities will emphasize the material on the AP Biology Exam. Most colleges and universities give four to eight credits to students who score between 3 and 5 on the AP Biology examination given in May.

**A/B Block AP Biology**

**Co-requisite: AP Environmental Science**

A/B Block AP Biology will be taught in conjunction with AP Environmental Science so that interdisciplinary projects may be facilitated. These two courses will be taught on an A/B block (alternating days) over two semesters

**Dual Enroll GEOL 1121K. Principles of Physical Geology. Counts as 1 HS credit**

Physical geology; characteristics and origins of rocks and minerals; mechanism and processes of volcanism, plutonism, metamorphism, weathering, erosion, sedimentation, and lithification; evolution of landforms. Tectonic processes of continental drift, sea-floor spreading, and plate tectonics. Emphasis on scientific methods. This is a rigorous introductory geology course for science majors. Although no previous knowledge of geology is assumed, the course is taught at a level that is appropriate to serve as a springboard for students who may become geology majors, and also for students in other scientific disciplines with an interest in the application of physics and chemistry to the Earth. Students will be able to understand the fundamental features of the Earth's internal and external processes, the nature and measurement of geologic time, and the unifying role of the theory of plate tectonics. They will also acquire the basic vocabulary of geology. Laboratory exercises will train them in identifying rocks and minerals and in understanding the Earth's structure by means of maps and cross sections. Students will develop a sound scientific basis for evaluating environmental issues of the day, including but not limited to: climate change, water pollution and quality, volcanic and earthquake activity in the context of societal concerns, and mineral and energy resources.

Evaluation will be based on written exams and grading of laboratory and homework exercises.

### Dual Enroll GEOL 1122K. Principles of Historical Geology.

Methods and concepts by which Earth history is interpreted. The geologic time scale; interactions of physical, chemical, and biological processes through time. Origin of life; evolution and distribution of plants and animals through time. Geologic history of North America. Emphasis on interpretation of the rock record.

Goal: to give a broad overview of geology and geobiologic processes in relation to global change through time (e.g., tectonics, sedimentary rocks, paleobiodiversity of organisms, origin and extinction of organisms, organisms as indicators of environment and time, climate change and sea level change). Lab focuses on applied questions within this discipline. Expected learning outcomes include proficiency in writing critiques, critique of alternative hypotheses and evidence, proficiency in reading and evaluating scientific work, ability to think synthetically and critically, ability to integrate scientific principles with societal concerns, an appreciation of current environmental problems in light of Earth history, especially the history of biologic diversity. Learner will be evaluated using, in part, written critiques, classroom participation, debates, laboratory worksheets, quizzes, and essay tests.

### A/B Block Advanced Placement Chemistry

Grade Level 10-12

Co-requisite: Honors/Gifted Chemistry

Advanced Placement chemistry is the second semester of college level chemistry. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Additional topics include oxidation-reduction reactions and chemical kinetics and thermodynamics. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Analyses using Excel and the TI-84 graphing calculator will be performed. A laboratory component is required.

### Advanced Placement Environmental Science

Grade level: 10-12

Highly Recommended: Biology I, Chemistry (may be co-requisites)

AP Environmental Science embraces a wide variety of topics from different areas of study including geology, biology, chemistry, and geography. The course is designed for students who have successfully completed biology and chemistry and have strong math skills. This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation: (1) Science is a process; (2) Energy conversions underlie all ecological processes; (3) The Earth itself is one interconnected system; (4) Humans alter natural systems; (5) Environmental problems have cultural and social context; and (6) Human survival depends on developing practices that will achieve sustainable systems. This course is recommended for sophomores and juniors interested in taking higher level AP science course as juniors and seniors.

### Dual enrollment AP Physics 1 Highly recommended: Advanced Algebra or Pre-Calculus

This is the first semester of algebra-based college physics for non-physical science majors. Most of Newtonian mechanics is explored through inquiry-based learning. Other topics of study will include mechanical waves, such as sound, and simple circuits. The course is based on six Big Ideas that provide a broad way of thinking about the physics world.

### Dual enrollment AP Physics C: Mechanics Highly recommended: AP Calculus AB

This is the first semester of calculus-based university physics designed for science and math majors. This semester focuses on Newtonian mechanics. Students will learn how to measure and calculate different properties by using data collected in the experiments they conduct. Topics of study include kinematics, projectile motion, Newton's laws of motion, momentum, circular and rotational motion, laws of conservation, and periodic motion.

### Dual Enroll A/B Physics 1

Grade level: 11-12

Highly Recommended: Strong math skills in Algebra, Geometry, and Trigonometry

This course is designed to be the equivalent of the first semester of algebra-based college physics. In AP Physics 1, most of Newtonian mechanics is explored through inquiry-based learning. Other topics of study will include mechanical waves, such as sound, and simple circuits. The course is based on six Big Ideas that provide a broad way of thinking about the physics world.

### Dual Enroll A/B Physics 2

Grade level: 11-12

Highly Recommended: AP Physics 1 or Physics

This course is designed to be the equivalent of the second semester of algebra-based college physics. In AP Physics 2, fluid statics and dynamics, thermodynamics, electrostatics, electric circuits and electromagnetism, optics, and modern physics are explored through inquiry-based learning.

### A/B Block AP Physics 1 and AP Physics 2

AP Physics 1 and AP Physics 2 will be taught on an A/B block (alternating days) over the two semesters.

## Social Studies

### Social Studies Advanced Academic Pathway

In order to earn an advanced academic pathway in social studies, a student must take the 4 required social studies courses and take at least three (3) Advanced Placement Courses in the department (this can include the various electives listed at the bottom of the page), and earn credit in two sequential courses in one world language. One of the AP Courses must be one of the core (required) courses.

YEAR	College Prep 4 Courses to Graduate	Advanced Academic Social Studies Pathway Students must complete 4 required Social Studies courses to graduate  Required: at least 3 Advanced Placement Courses within the Social Studies Department with one being a core class
9 <sup>th</sup>	World History	World History, Honors World History, AP World History (must take one of these courses)
10 <sup>th</sup>	Government	Government, Honors Government, AP Government (must take one of these courses)
11 <sup>th</sup>	American History	American History or AP US History (must take one of these courses)
12 <sup>th</sup>	Economics	Economics or AP Microeconomics (must take one of these courses)
Advanced Placement Electives	AP Human Geography, AP European History, AP Psychology	

### World History

Grade Level: 9-12

Highly Recommended: None

World History provides an in-depth study of world cultures, major ideas, religions, inventions, and people and events of history from the rise of civilization to the present. This includes a study of famous people who have helped advance civilization throughout history. Important events concerning advancements in music, art, science, and architecture are part of the curriculum. Course is offered to all ninth graders and to students in 10-12 building who need the credit.

**Honors/Gifted World history Highly Recommended: 90 average in 8<sup>th</sup> grade social studies and language arts with a teacher recommendation.**

Honors and Gifted World History provides students with a comprehensive study of major events and themes in World History. Students begin with the earliest civilizations and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21<sup>st</sup> century. The course emphasizes the political, cultural, economic, and social development along with the growth of cities. Students will exceed standards by utilizing readings, research, investigative and creative skills. Critical thinking and analyses will be exemplified through historical essay writing and Socratic discussions.

### Advanced Placement Human Geography

Grade Level: 9-12

Highly Recommended: None

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concept and landscape use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

### Advanced Placement World History

Grade Level: 9-12

Highly Recommended: None

AP World history offers motivated students the opportunity to immerse themselves in changes over time that have resulted in the knitting of the world into a tightly integrated whole. Course conforms to the College Board topics for Advanced Placement World History and includes study of cultural, political, social and economic history. Stresses research and writing skills. Outside reading will be required.

### DUAL ENROLLMENT Advanced Placement World History

Grade level 9-12

Highly Recommended: None

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

### DUAL ENROLLMENT Social Sciences

Grade level 9-12

Highly Recommended: AP World History

Emphasizes the study of the intellectual, cultural, scientific, political, and social contributions of the civilizations of the world and the evolution of these civilizations during the period from early modern times to the present. Topics include transitions to the Modern World, scientific revolution and the

Enlightenment, political modernization, economic modernization, imperialism, and the Twentieth Century.

Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

#### American Government

**Grade Level: 10**

**Highly Recommended: World History**

Course focuses on basic concepts and principles of the American political system and includes the structure and function of the American system of government, the roles and responsibilities of citizen participation in the political process, and the relationship of the individual to the law and legal system.

#### Honors/Gifted American Government Grade: 10

**Highly Recommended:  
Hon/Gift World History**

Honors/Gifted American Government is a rigorous course that teaches students how to apply the five themes in American civic life to practical everyday situations. The class provides an analysis of government and politics in the United States, and examines the organization of the three branches. It includes both a study of general concepts used to interpret U.S. politics and the analysis of specific examples. The course focuses on the institutions, groups, beliefs and ideas that constitute U.S. politics. Students will become familiar with a variety of theoretical perspectives and explanations for various political behaviors and outcomes.

#### Advanced Placement Government – U.S. Politics

**Grade Level: 10-12**

**Highly Recommended: 90 average World History**

This advanced placement government course is intended for students who are interested in political science. The course is taught on a college level with a college text and college expectations. At the end of this course students have the opportunity to challenge a nationwide exam that if successful will allow the student college credit for a history/government requirement.

This course is designed to allow the student to analyze and evaluate the actions, issues and policy decision that govern the United States today. This goal is realized through the understanding of the origins of our government, the constitution, federalism and the relationships between the state and federal government. This course is designed to explore institutions of government, political behavior, voting and elections, and how these topics relate to public policy. This course satisfies the high school requirement of American Government.

#### Advanced Placement European History

**Grade level: 10-12**

**Highly Recommended: none**

This course conforms to College Board topics for the Advanced Placement European History Examination. It covers intellectual and cultural history, political and diplomatic history and social and economic history of Europe. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. **Pre-course reading required.**

#### United States History

**Grade Level: 11**

**Highly Recommended: None**

United States History is a study of our nation from the discovery of the New World to the present with an emphasis on the social, economic, and political changes which have shaped the United States into a world power.

#### DUAL ENROLLMENT AP US History

**Grade Level: 11**

**Highly Recommended: World History and American Government**

AP US History conforms to College Board topics for the Advanced Placement United States History examination. It covers discovery and settlement, colonial society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, sectionalism, expansionism, Civil War, reconstruction, industrialization, Progressives, World War I, the Depression, World War II, and the Cold War through the present. Outside reading and original research is required.

AP US History satisfies the high school requirement of US History.

Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

#### Economics

**Grade Level: 12**

Economics is an in-depth course designed to be taught at a senior level. It is the study of how people satisfy seemingly unlimited and competing wants with the careful use of scarce resources. It includes the study of microeconomics, or the behavior and decision making by small units such as individuals and firms, and macroeconomics, the study of the economy as a whole and decision making by large units such as governments and unions. The consumer's role in the consumption and production of goods and services is also studied. Effort is made to relate these concepts to the family situation by showing their effects on society, markets, housing, profits, and population growth.

#### Advanced Placement Microeconomics

**Grade level 12**

**Highly Recommended: US History**

The purpose of an Advanced Placement course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers; within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the

economy. Throughout the year all economic Georgia Performance Standards will be covered. This course satisfies the high school requirement of economics.

#### Dual Enrollment AP Psychology

**Grade Level: 10-12**

**Highly Recommended: None**

This course is designed for the college bound student who is interested in human growth and development. Areas of study include perception, nature of learning, personality development, and personality theories.

## World Languages

*For the class of 2012 and beyond, world languages are not a requirement for graduation. Most major universities, however, still have a language requirement for entry. Students should prepare according to their post-secondary plans. **Three courses in the same language are required for pathway completion.***

### World Language Career Pathway

#### World Languages Level I: Spanish\*

**Grade Level 10-12**

**Highly Recommended: None, although a minimum 80 average is recommended in previous language arts and math classes.**

The Level I language course conforms to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines for novice low and novice mid-levels. It focuses on the four language skills (speaking, understanding, reading, and writing) and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. Students will focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors is in the target language.

#### Honors/Gifted Level I: Spanish\*

**Grade Level 10-12**

**Highly Recommended: Grade of 90 in 9<sup>th</sup> grade English Literature/Composition AND 90 in math.**

The Honors/Gifted Level I include all of the above but move at a quicker pace, and requires more in-depth study. The student will be expected to read and write more complex passages.

#### World Languages Level II Spanish\*

**Grade Level 10-12**

**Highly Recommended: Level I in the same language**

The Level II language course conforms to the ACTFL proficiency guidelines for novice high and intermediate low levels. It focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have successfully completed a Level I course or are at a novice high or intermediate low level of proficiency. Students begin to show a greater level of accuracy when using basic language structures, and are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language.

#### Honors/Gifted Level II: Offered in Spanish\*

**Grade Level: 10-12**

**Highly Recommended: Grade of 90 in Level I of the same language; OR an 80 in H/G Level I; OR teacher recommendation**

The Honors/Gifted Level II includes all of the above but moves at a quicker pace, and requires more in-depth study. The student will be expected to read and write more complex passages.

#### World Languages Level III: Offered in Spanish\*

**Grade Level 10-12**

**Highly Recommended: Level II in the same language**

The Level III language course conforms to the ACTFL proficiency guidelines for intermediate mid and high levels. It focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to abstract concepts. The major means of communication between students and instructors is in the target language.

#### Honors/Gifted Level III: Offered in Spanish

**Grade Level: 10-12**

**Highly Recommended: Grade of 90 in Level II of the same language; OR an 80 in H/G Level II; OR teacher recommendation**

The Honors/Gifted Level III includes all of the above but moves at a quicker pace, and requires more in-depth study. The student will be expected to read, write, speak, and comprehend at a more advanced level.

#### Advanced Placement DE: World Languages Spanish

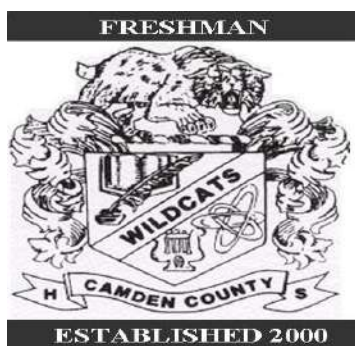
**Grade Level: 11-12**

**Highly Recommended: Grade of 90 in Level III AND teacher recommendation**

This level conforms to College Board topics for the Advanced Placement Spanish Language Examination. It follows the ACTFL proficiency guidelines for the advanced plus level. It emphasizes the ability to comprehend formal and

informal spoken or Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and or Spanish literature, to compose expository passages and to speak well. Level V is not required, but ideally, students will have taken the level V Culture and Conversation course immediately prior to AP or Spanish, which allows for continuity of study. The course is conducted entirely in the target language.

## **Freshman Academy**



**Introductory level courses** open to ninth graders are available from all Career Academies. Please see the complete career pathway of courses listed under the respective Career Academy.

### **Basic Agricultural Science**

**Grade Level: 9-10**      **Prerequisite: None**

This course is designed as the foundational course for all Agricultural, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem-solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

### **Beginning Chorus I and II**

**Grade level: 9-12**      **Prerequisite: None**

Beginning chorus is offered to freshmen and any upper class members that need further preparation for Intermediate Chorus. Beginning chorus will offer students an opportunity to enrich their musical talents. Students will focus heavily on learning to read music notation. No previous music experience is necessary for this course. Techniques for correct vocal production and ear training are also emphasized. **NOTE: This is a performing group and performances outside of the regular school day may be required**  
*Students are encouraged to enroll in both semesters.*

### **Introduction to Business & Technology**

**Grade level: 9-12**      **Prerequisite: None**

Introduction to Business & Technology is the foundational course for Administrative Support, Small Business Development, Finance and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Professional communication skills, problem-solving, ethical and legal issues, and the impact of effective work ethic skills are taught in the course as a foundational knowledge to prepare students to be college and career ready. **This course offers students the opportunity to train and become Microsoft Word Certified.**

### **Introduction to Digital Technology**

**Grade level: 9-12**      **Prerequisite: None**

Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services and Networking pathways. This course is designed for high school students to understand, communicate and adapt to a digital world as it impacts their personal life, society and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired on this course. Employability skills are integrated into activities, tasks and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of American (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.

### **Student must enroll in both semesters of band.**

#### **Beginning Band**

**Grade Level: 9-12**      **Prerequisite: None required**

Beginning Band is offered to 9-12 graders who wish to learn how to play a wind or percussion instrument. No audition is required; however, a playing test may be necessary. This class is designed for the student who has no or little experience playing a musical instrument. Emphasis will be placed on individual musicianship and group musicianship through the study of basic fundamental techniques. Emphasis will also be placed on self and group discipline. Beginning Band II, III and IV are continuations of the skills developed in Beginning Band I.

#### **Percussion Band**

**Grade Level: 9-12**      **Prerequisite: 8th Grade Band and Director's Approval**

Percussion Band is offered to 9-12 graders who wish to improve their knowledge of percussion technique. No audition is required; however, previous playing experience is necessary. Certain performances will be required; therefore, it is not recommended that the student enter just to play in class. Activities that may be required are band camp, all rehearsals, field and marching shows, parades, marching festivals and competitions, district honor band clinic and All-State Band. Emphasis will be placed on individual musicianship and group musicianship through the study of basic fundamental techniques. Emphasis will also be placed on self and group discipline. Percussion Band II, III and IV are continuations of the skills developed in Percussion Band I.

#### **Concert Band**

**Grade Level: 9-12**      **Prerequisite: 8th Grade Band and Director's Approval**

Concert Band is designed for the intermediate band student, playing level III literature. No audition is required; however, previous playing experience is necessary. Certain performances will be required; therefore, it is not recommended that the student enter just to play in class. Activities that may be required are band camp, all rehearsals, field and marching shows, parades, marching festivals and competitions, district honor band clinic and All-State Band. Emphasis will be placed on individual musicianship and group musicianship through the study of basic fundamental techniques. Emphasis will also be placed on self and group discipline. Concert Band II, III and IV are continuations of the skills developed in Concert Band I.

#### **Symphonic Band**

**Grade Level: 9-12**      **Prerequisite: Audition and Director's Approval**

Symphonic Band is designed for the advanced band student, playing levels IV and V literature. Certain performances will be required; therefore, it is not recommended that the student enter just to play in class. Activities that may be required are band camp, all rehearsals, field and marching shows, parades, marching festivals and competitions, district honor band clinic and All-State Band. Emphasis will be placed on individual musicianship and group musicianship through the study of basic fundamental techniques. Emphasis will also be placed on self and group discipline. Symphonic Band II, III and IV are continuations of the skills developed in Symphonic Band I.

#### **Wind Symphony Band**

**Grade Level: 9-12**      **Prerequisite: Audition and Director's Approval**

Wind Symphony is designed for the most advanced band student, playing levels V and VI literature. Marching band is also required. Certain other performances will be required; therefore, it is not recommended that the student enter just to play in class. Activities that may be required are band camp, all rehearsals, field and marching shows, parades, marching festivals and competitions, district honor band clinic and All-State Band. Emphasis will be placed on individual musicianship and group musicianship through the study of basic fundamental techniques. Emphasis will also be placed on self and group discipline. Wind Symphony II, III and IV are continuations of the skills developed in Wind Symphony I.

#### **Drama Fundamentals**

**Grade level: 9-12**      **Prerequisite: None**

Through the study of theatre, the student will develop skills in communication and performance. Students will study voice, body and mind as tools of the actor, and will study the basics of theatre history and literature through in-class preparation of various performance projects. In addition to acting, students will have the opportunity to work in other areas of the theatre including lighting, sound, make-up, costume, design, etc. *Note: This foundations course serves as a Highly Recommended to all other Drama courses.*

#### **Food, Nutrition and Wellness**

**Grade level: 9-12**      **Prerequisite: None**

Food, Nutrition, and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health. Mastery of standards will be acquired through varied learning interventions: project/technical-based skill performance, leadership development (FCCLA-Inter-curricula activities), and career exploration and employability training opportunities.

#### **Foundations of Engineering and Technology**

**Grade level: 9-11**      **Prerequisite: None**

The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathway, and is based on the Project Lead the Way's Introduction to Engineering Design (IED) curriculum. Students dig deep into the engineering design process, applying math, science and engineering standards to hands-on projects. They work both individually



and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

### Introduction to Drafting and Design

**Grade level: 9-11 Prerequisite: None**

Introduction to Drafting and Design is the foundational course for the Architectural Drafting and Design pathway. Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and drawing. The standards are aligned with the national standards of the American Design Drafting Association (ADDA).

### Students must take both semesters of JROTC

#### JROTC/ Naval Science I Cadet Field Manual 1<sup>st</sup> semester

**Grade level: 9-12 Prerequisite: none**

The purpose of this course is to combine all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership, and communications. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

#### JROTC/ Naval Science I Introduction to NJROTC 2<sup>nd</sup> semester

**Grade Level: 9-12 Prerequisite: Navy I**

The purpose of this course is to help students understand the missions, goals, and opportunities available as members of the NJROTC program. This course will also introduce students to the basic principles of leadership, which combined with the many opportunities for practical experience in the NJROTC program will prepare them for leadership roles in school and upon graduation. Students will gain an understanding of our nation, our values, traditions, heritage, respect for our laws, as well as becoming involved, responsible citizens. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

#### Lifetime Sports

**Offered 2nd semester only**

**Grade Level: 9-12**

**Prerequisite: Personal Fitness/Health**

Course introduces fundamental skills, strategies, and rules associated with lifetime sports such as tennis, bowling, golf, and racquetball. The emphasis of this class is on tennis. *This course is listed as Introductory Outdoor Education on the registration form for 9<sup>th</sup> graders.*

#### Marketing Principles

**Grade Level: 9-12**

**Prerequisite: None**

Marketing Principles is the **foundational course** for all pathways in Marketing Cluster. Marketing Principles addresses the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of Employability, Foundational and Business Administration skills as well as Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Operations, Professional Development and Strategic Management.

DECA, an Association of Marketing and Management students, is the Career and Technical student organization which is an integral part of the classroom program in that it offers co-curricular competitive events on the regional, state and international levels. DECA provides application experiences for the curriculum standards and should be a part of all marketing courses.

In order to further increase the number of application experiences, students could participate in work-based learning activities (which may take place in the classroom and/or in the workplace). It is also highly advantageous for students to participate in a school-based enterprise which serves as the marketing lab.

#### 9<sup>th</sup> PE General Elective

**Grade Level: 9<sup>th</sup>**

**Prerequisite: Personal Fitness/Health**

Physical Fitness training and team sports offered to ninth graders as a general physical education elective. Ninth grade student must also take and pass PE Personal Fitness and Health.

#### Industry Fundamentals and Occupational Safety

**Grade level: 9-12**

**Prerequisite: None**

This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding and Sheet Metal pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site. The course will provide the trainee an opportunity for an Industry Certification in the Construction Core through NCCER.

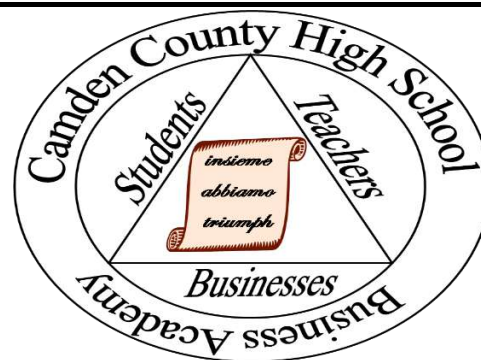
#### Visual Arts/Comprehensive I

**Grade level: 9-12**

**Highly Recommended: None**

Students will study the fundamentals of design and composition through the techniques of drawing, commercial art, crafts, and printmaking. Media to be included will be pencil, charcoal, markers, pastels, and pen and ink. *Note: This foundations course serves as a Highly Recommended to all other Visual Arts courses.*

## Business Administration Academy



### Business & Finance

**The course below, INTRODUCTION to BUSINESS and TECHNOLOGY, is the first course in all Business and Finance pathways.**

#### Introduction to Business & Technology \*

**Grade level: 9-12**

**Prerequisite: None**

Introduction to Business & Technology is the foundational course for Administrative Support, Small Business Development, Finance and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective work ethic skills are taught in the course as a foundational knowledge to prepare students to be college and career ready. **This course offers students the opportunity to train and become Microsoft Word Certified**

#### **Administrative Support Pathway (\*required for pathway completion)**

#### Business and Technology \*

**Grade level: 9-12**

**Prerequisite: Intro to Business and Technology**

How is technology used to solve business problems and communication solutions? Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be emphasized in this course. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning.

Various forms of technologies and internet research will be used to expose students to resources, software, and applications of business practices. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA) are integral components of the employability skills standards for this course. **This course offers students the opportunity to train and become Microsoft EXCEL Certified.**

#### Business Communications\*

**Grade level: 10-12**

**Prerequisite: Business and Technology**

Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course. Various forms of technologies will be used to expose students to resources, software, and applications of business practices. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, task, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA) are integral components of the employability skills standards for this course. This course offers students the opportunity to train and become Microsoft PowerPoint Certified.

#### **Advanced Accounting and Business Accounting Pathways**

##### Principles of Accounting I\*

**Grade level: 10-12**

**Prerequisite: None**

Where does all the money go? As a person would not go to a foreign country and not learn the language, accounting is the "language of business." Principles of Accounting I is a skill-level course that is of value to all students

pursuing a strong background in business, marketing, and management. Using financial information, students will learn how to make decisions about planning, organizing, and allocating resources using accounting procedures. Performing accounting activities for sole proprietorships and corporations following Generally-Accepted Accounting Procedures are included in the course. Students analyze business transactions and financial statements, perform payroll, and evaluate the effective of transactions on the economic health of a business.

Various forms of technologies and internet research will be highlighted to expose students to the resources available when learning the language of business. Employability skills are integrated into activities, task, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA) are integral components of the employability skills standards for this course.

### **Principles of Accounting II\***

**Grade level: 10-12**      **Prerequisite: Principles of Accounting I**

Building on the foundation knowledge acquired in Principles of Accounting I, students will extend their skills and knowledge in accounting. By performing accounting activities for various business entities following Generally-Accepted Accounting Procedures, students will apply their skills and knowledge in applicable format. Uncollectible accounts, and unearned and accrued revenues are analyzed and related adjustments are calculated. Students will apply managerial accounting techniques.

Various forms of technologies and internet research will be highlighted to expose students to the resources available when learning the language of business. Employability skills are integrated into activities, task, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA) are integral components of the employability skills standards for this course

### ***Financial Services (\*required for pathway completion)***

#### **Banking, Investing and Insurance\***

**Grade level: 10-12**      **Prerequisite: None**

Explore the financial world as students dive into the main areas of financial services, including banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, student will develop strategies to produce financial growth strategies for a business. Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management technique to mitigate those risks. Investing both personal and business insurance products and deciding which products are suitable for a specific customer profile will be covered. Ethical issues and case studies involve the financial services industry will be used to determine how industry regulations are developed. An investigation of careers in the financial services industry will be explored throughout the course. Concepts of this course will be enhanced by business partnerships with community financial institutions, investment firms, insurance companies, stock market simulations, guest speakers, virtual experiences, technology and field trips.

Various forms of technologies and internet research will be highlighted to expose students to the resources available when learning the language of business. Employability skills are integrated into activities, task, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA) are integral components of the employability skills standards for this course

#### **Financial Literacy**

**Grade level: 10-12**      **Prerequisite: None**

How money smart are you? Step into this course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance including sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending taxes, investment strategies, saving accounts, mutual funds and stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data.

Employability skills are integrated into activities, task, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA) are integral components of the employability skills standards for this course

## **Information Technology**

### ***The course below, INTRODUCTION to DIGITAL TECHNOLOGY, is the first course in all Information Technology pathways.***

#### **Introduction to Digital Technology\***

**Grade level: 9-12**      **Prerequisite: None**

Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services and Networking pathways. This course is designed for high school students to understand, communicate and adapt to a digital world as it impacts their personal life, society and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired on this course. Employability skills are integrated into activities, tasks and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of American (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.

### ***Information Support and Services Pathway (\*required for pathway completion)***

#### **Information Technology I- Essentials \***

**Grade level: 10-12**      **Prerequisite: Intro to Digital Technology**

Can you fix it? What is wrong with it? Students taking this course will develop a skill set to solve computer problems, perform preventive maintenance, and explain functions of purposes of computer elements. Existing in a world full of computer technology, students will gain practical experience in assembling a computer system, installing an operating system, troubleshooting computers and peripherals, and using system tools and diagnostic software.

Various forms of technologies will be used to expose students to resources, software, and applications of business practices. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, task, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA) are integral components of the employability skills standards for this course.

#### **Information Technology II-Support \***

**Grade level 10-12**      **Prerequisite: Information Technology Essentials**

How do you make the device work? Students will apply Information Technology Essentials skills to diagnose and correct computer problems. By building knowledge and skill, students will install, build, upgrade, repair, configure, troubleshoot, and perform preventative maintenance on computer hardware, operating system, laptops and portable devices. Practical and hands-on experience of troubleshooting and maintenance will allow students to demonstrate mastery of skills.

Various forms of technologies will be used to expose students to resources, software, and applications of business practices. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, task, and projects.

### ***Computer Science and Game Design Pathway (\*required for pathway completion)***

**Note: There are two options for the 2<sup>nd</sup> course in the programming pathway and the computer science pathway. See below for details.**

#### **Computer Science Principles\***

**Grade level: 10-12**      **Prerequisite: None**

How can computing change the world? What is computer science? Engage your creativity, demonstrate and build your problem solving ability all while connecting the relevance of computer science to the society! Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practice, thinking and skills central to the discipline of computer science. Through both content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.

Various forms of technologies will be used to expose students to resources, software, and applications of business practices. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into

activities, task, and projects throughout the course standards to demonstrate the skills required by business and industry.

### **Advanced Placement Computer Science Principles**

**Grade Level: 10-12 Prerequisite: None**

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications through 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, AP Computer Science Principles prepares students for college and beyond. This course meets the requirement for 3rd or 4th year science elective.

### **DUAL ENROLLMENT AP Computer Science Principles\***

**Grade level 10-12 Prerequisite: None**

See description above. Refer to DUAL ENROLLMENT guidelines for requirements.

### **Game Design: Animation and Simulation**

**Grade level: 11-12 Prerequisite: Computer Science Principles or AP Computer Science Principles**

The course is designed to allow students to strategize, design, and develop games similar to those produced in the real world. Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Next, level design, storytelling, and animation are added to develop a virtual world around the characters. Students will code their own games using a variety of software platforms and diverse programming languages. Game Design: Animation and Simulation is the third course in the Game Design pathway. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Computer Science Principles. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential in this career area.

### **Advanced Placement Computer Science A**

**Grade level: 11-12 Prerequisite: Computer Science Principles Or AP Computer Science Principles**

This is a College Board course that follows the recommended curriculum to prepare for the Advanced Placement test in the spring. Students will gain a thorough understanding of the JAVA programming language and concepts including objects, classes, data types, arrays, inheritance, and recursion. *This course meets the requirement for 3<sup>rd</sup> or 4<sup>th</sup> year science elective.*

### **Web and Digital Design Pathway (\*required for pathway completion)**

#### **Digital Design\***

**Grade level: 10-12 Prerequisite: Intro to Digital Technology**

Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site.

Various forms of technologies will be used to expose students to resources, software, and applications of business practices. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, task, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA) are integral components of the employability skills standards for this course.

#### **Web Design**

**Grade level: 10-12 Prerequisite: Digital Design**

Taking this course will equip students with the ability to plan, design, and create a web site. Students will move past learning how to write code and process to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site.

Various forms of technologies will be used to expose students to resources, software, and applications of business practices. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, task, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA) are integral components of the employability skills standards for this course.

### **Introduction to Graphics and Design**

**Grade level: 10-12 Prerequisite: None**

This course is designed as the foundational course for both the Graphic Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging and their allied industries. In

addition, The Graphics and Design course offers a range of cognitive skills, aesthetics and crafts that include typography, visual arts and page layout.

## **Marketing, Sales & Service**

### **Marketing and Management Pathway (\*required for pathway completion)**

#### **Marketing Principles\***

**Grade Level: 9-12 Prerequisite: None**

Marketing Principles is the **foundational course** for all pathways in the Marketing Cluster. Marketing Principles addresses the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of Employability, Foundational and Business Administration skills as well as Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Operations, Professional Development and Strategic Management.

DECA is the Career and Technical student organization which is an integral part of the classroom program in that it offers co-curricular competitive events on the regional, state and international levels. DECA provides application experiences for the curriculum standards and should be a part of all marketing courses. Participation in DECA provides a vehicle for students to employ higher order thinking skills, to interact with high-level business people and to further enhance their leadership skills through their participation in local, regional, state and national competitive events. DECA competitive events are directly aligned with course standards. Participation and membership in the career technical student organization DECA is strongly encouraged for all Marketing Principles students.

In order to further increase the number of application experiences, students could participate in work-based learning activities (which may take place in the classroom and/or in the workplace). It is also highly advantageous for students to participate in a school-based enterprise which serves as the marketing lab.

#### **Marketing & Entrepreneurship\***

**Grade Level: 10-12 Prerequisite: Marketing Principles and teacher Recommendation**

Marketing & Entrepreneurship is the second course in the Marketing and Management Pathway. Marketing & Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing & Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful. Running an actual business allows students to learn contextually. Textbook concepts become real as students operate a business for profit, review and revise operational procedures, resolve problems and handle human relations issues.

In order to increase the number of application experiences, students should participate in Work-Based Learning (WBL) activities in the classroom and in a formal WBL Program by assisting in the operation of the school-based enterprise, **The Wild Way**.

Participation in DECA provides a vehicle for students to employ higher order thinking skills, to interact with high-level business people and to further enhance their leadership skills through their participation in local, regional, state and national competitive events. DECA competitive events are directly aligned with course standards. Participation and membership in the career technical student organization DECA is required for all Marketing and Entrepreneurship students.

#### **Marketing Management\***

**Grade Level: 10-12 Prerequisite: Marketing and Entrepreneurship and teacher recommendation**

Marketing Management is the third course in the Marketing and Management pathway. Students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also deals with global marketing in that students analyze marketing strategies employed in the U.S. versus those employed in other countries. Students will approach these topic areas using project-based instruction under DECA's competitive events guidelines.

In order to increase the number of application experiences, students should participate in Work-Based Learning (WBL) activities in the classroom and in a formal WBL Program by assisting in the operation of the school-based enterprise, **The Wild Way**.

Participation in DECA provides a vehicle for students to employ higher order thinking skills, to interact with high-level business people and to further enhance their leadership skills through their participation in local, regional, state and national competitive events. DECA competitive events are directly aligned with course standards. Participation and membership in the career technical student organization DECA is required for all Marketing Management students.



## **Engineering and Industrial Technology Academy**

### **Construction and Metals**

***The course below, INDUSTRY FUNDAMENTALS and OCCUPATIONAL SAFETY, is the first course in all Construction and Metals pathways. It is also a prerequisite for Automotive courses.***

#### **Industry Fundamentals and Occupational Safety**

**Grade level: 9-12      Prerequisite: None**

This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding and Sheet Metal pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in an industrial setting. The course will provide the trainee with an option for receiving Industry Certification through NCCER using the Construction Core Curriculum and after satisfying all requirements of the above pathways.

#### **DUAL ENROLLMENT Industry Fundamentals and Occupational Safety\***

**Grade level 9-12      Prerequisite: None**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements

#### ***Construction Career Pathways: Carpentry, Electrical, Masonry, and Plumbing***

**Three courses are required for Pathway completion: Industry Fundamentals and Occupational Safety, Introduction to Construction and a Level I course.**

#### **Introduction to Construction\***

**Grade level: 10-12      Prerequisite: Industry Fund/Occupational Safety**

This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step toward gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each craft area.

#### **DUAL ENROLLMENT Introduction to Construction\***

**Grade level 10-12      Prerequisite: Industry Fund/Occupational Safety**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements

#### **Carpentry I**

**Grade level: 10-12      Prerequisite: Intro to Construction**

This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsperson.

#### **Electrical I**

**Grade level: 10-12      Prerequisite: Intro to Construction**

This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in electrical skills and knowledge. As the third step in gaining a Level One Industry Certification in Electrical, the course builds on the concepts of electrical safety introduced in Occupational Safety and provides knowledge and basic skills of the hardware and systems used by an electrician. The course incorporates general knowledge of the National Electrical Code and electrical systems, including series, parallel, and series-parallel circuits. In addition, students will be provided an introduction to the skills and knowledge of conduit bending and installation.

#### **Masonry I**

**Grade level: 10-12      Prerequisite: Intro to Construction**

As the third course in the Masonry Pathway, this course provides students with a solid foundation in masonry skills and knowledge and is the third step in gaining a Level One Certification in Masonry. The course provides knowledge and skills related to types and properties of mortar and concrete mixtures, as well as skills needed to operate hand tools, power tools, and equipment used in mixing mortar. Additional course components include knowledge and skills related to cutting, laying, and finishing of masonry units.

#### **Plumbing I**

**Grade level: 10-12      Prerequisite: Intro to Construction**

As the third course in the Plumbing Pathway, the course provides students with a solid foundation in plumbing and is the third step in gaining a Level One Certification in Plumbing. This course provides basic skills and knowledge needed to apply Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) safety concepts and practices relating to the plumbing trade. The student is introduced to the basic knowledge and application of plumbing codes, as well as the handling, estimating, and storing of materials used in the plumbing trade. Involved in this process is the correct interpretation and application of architectural and construction drawings, related to plumbing installation.

### **Metals**

#### ***Metals Technology Pathway: Welding, Sheet Metal, and Machine Operations***

**Three courses are required for Pathway completion: Industry Fundamentals and Occupational Safety, Introduction to Metals and a Level I.**

#### **Introduction to Metals\***

**Grade level: 10-12      Prerequisite: Occupational Safety**

This course is designed to acquaint participants with the three major technical occupations (welding, sheet metal, and machining) that are available in the metal forming, manufacturing, and metals/construction industries. The various activities equip high school students with the skills needed to select a metal industry occupation, enter the work force, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for more highly specialized training in subsequent courses. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards and the National Institute for Metal forming Skills (NIMS) standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry or obtain NIMS credentials.

#### **Welding I**

**Grade level: 10-12      Prerequisite: Introduction to Metals**

This course is designed to provide all students with the basic knowledge and safe operating skills needed to demonstrate proper set of equipment in oxyfuel, shielded metal arc welding (SMAW), and gas metal arc welding (GMAW). The students will perform oxyfuel cuts using acetylene and propane gases. The students will select electrodes and perform welds using SMAW and GMAW to current industry standards. Welding symbols will be used to interpret detailed drawing used for fabrication. American Welding Society codes will be used to determine the soundness of welds. Minimum performance requirements for this course are based on successful student completion according to the American Welding Society (AWS) and the National Center for Construction Education and Research Center (NCCER) standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

#### **Sheet Metal I**

**Grade level: 10-12      Prerequisite: Introduction to Metals**

As the third course in the Sheet Metal Pathway, the course allows students to master basic sheet metal techniques. This course includes the development of skills in basic trade math. Students will identify, rate, select, and use steel and other metals to develop and fabricate basic sheet metal projects. The course includes basic parallel line development and skills using fasteners, hangers, and other support systems. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER Craft Worker Registry.

#### **Machining Operations I**

**Grade level: 10-12      Prerequisite: Introduction to Metals**

This course provides students with the opportunity to acquire introductory skills on the lathe and milling machine, equipment used in the trade, attributes of successful machinists, industry credentialing, and career opportunities. Course topics include safety, measuring instruments, blueprint reading, and maintenance. Practical experience will be gained in the proper use and maintenance of hand tools, the pedestal grinder, the drill press, and band saws, job planning and management, quality control, and machinery maintenance. Performance standards for this course are based on National

Institute for Metalworking Skills (NIMS) national standards for the topics of lathe and milling machine.

Additional topics of the course include addressing quality control, environmental protection, and housekeeping. Co-curricular activities in SkillsUSA are incorporated in the course.

## Engineering / Architecture

### ***Architectural, Drawing & Design Pathway (\*required for pathway completion)***

#### **Introduction to Drafting and Design \***

**Grade level: 9-11 Prerequisite: None**

Introduction to Drafting and Design is the foundational course for the Architectural Drafting and Design pathway. Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and drawing. The standards are aligned with the national standards of the American Design Drafting Association (ADDA).

#### **Architectural Drawing and Design I\***

**Grade level: 10-12 Prerequisite: Intro to Engineering, Drawing/Design**

Architectural Drawing and Design I is the second course in the Architectural Drawing and Design pathway and introduce students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), schedules, and foundations. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Students who successfully complete this and other drafting courses should be prepared to take the End of Pathway Assessment. Competencies for the co-curricular student organization, Skills USA, are integral components of both the core employability skills standards and the technical skills standards.

#### **Architectural Drawing and Design II\***

**Grade level: 10-12 Prerequisite: Architectural Drawing I**

This course builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on schedules, electric plans, interior and exterior wall sections, graphic presentations, plot/site plans, specifications, and building estimations.

### ***Engineering & Technology (PLTW) Pathway (\*required for pathway completion)***

#### **Foundations of Engineering and Technology\***

**Grade level: 9-11 Prerequisite: None**

The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathway, and is based on the Project Lead the Way's Introduction to Engineering Design (IED) curriculum. Students dig deep into the engineering design process, applying math, science and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

#### **Engineering Concepts\***

**Grade level: 10-12 Prerequisite: Foundations of Engineering and Technology and Analytic Geometry (may be a co-requisite)**

Engineering Concepts is the second course in the Engineering and Technology Pathway, and is based on the Project Lead the Way's Principles of Engineering (POE) curriculum. Through hands-on projects that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration and presentation.

#### **Aerospace Engineering\***

**Grade level: 11-12 Prerequisite: Engineering Concepts\***

Aerospace Engineering is the third course in the Engineering and Technology Pathway, and is based on the Project Lead the Way's Aerospace Engineering (AE) curriculum. This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

## Transportation, Distribution & Logistics (Automotive)

### ***Automotive Maintenance and Light Repair Pathway (\*required for pathway completion)***

#### **Basics Maintenance and Light Repair\***

**Grade level: 9-12 Prerequisite: Industry Fundamentals and Occupational Safety**

This course is designed as the foundational course for the Automobile Maintenance and Light Repair Pathway. Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will be exposed to courses in automotive preventative maintenance and servicing and replacing brakes, and steering and suspension components. In addition, students will learn how to do general electrical system diagnosis, learn electric theory, perform basic tests and determine necessary action. Students will also learn how to evaluate and recharge air-

conditioning systems using the proper refrigerant. The hours completed in this course are aligned with ASE/NATEF standards and are a base for entry-level technician.

#### **DUAL ENROLLMENT Basic Maintenance and Light Repair\***

**Grade level 10-12 Prerequisite: Industry Fundamentals and Occupational Safety**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

#### **Maintenance and Light Repair 2\***

**Grade level: 10-12 Prerequisite: Basic Maintenance & Light Repair**

Maintenance and Light Repair 2 is the second course in the Automotive Maintenance and Light Repair Pathway. This course builds on the concepts introduced in Basic Maintenance and Light Repair.

#### **DUAL ENROLLMENT Maintenance and Light Repair 2\***

**Grade level 10-12 Prerequisite: Basic Maintenance & Light RepairAd**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

#### **Maintenance and Light Repair 3\***

**Grade level: 10-12 Prerequisite: Maintenance & Light Repair 2**

Maintenance and Light Repair 3 is the third course in the Automotive Maintenance and Light Repair Pathway. During this course, students will gain in-depth knowledge of the skills learned in Maintenance and Light Repair 2.

#### **Maintenance and Light Repair 4**

**Grade level: 10-12 Prerequisite: Maintenance & Light Repair 3**

Students in this major will learn the basic skills needed to gain employment as a maintenance and light repair technician. This career major will expose the student to courses in automotive preventative maintenance and servicing and replacing brakes, and steering and suspension components. They will also learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and then determine necessary action. In addition, they will learn how to evacuate the recharge air-conditioning systems using the proper refrigerant. The hours completed in this major are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The pre-requisite for this course is maintenance and light repair 3.

## **Marine Engine Technology**

#### **DUAL ENROLLMENT Foundations of Marine Engine Technology (FME)**

**Grade level: 10-12 Prerequisite: Basic maintenance and light Repair**

This course introduces students to the basic principles and skills associated with the field of marine engine service and repair. Students learn and apply basic skills including shop and boat safety, safe and appropriate use of tools and measuring devices, technical writing and shop management skills, and marine engine computer applications. Mastery of these standards through project-based learning and leadership development activities of SkillsUSA will help students with a competitive edge for the transportation marketplace.

## **Fine Arts Academy**



### **Band / Music Instrumental Music Pathway (Three courses required for pathway completion)**

#### **Beginning Band**

**Student will enroll in 2nd semester beginning Band**

**Grade Level: 9-12**

**Prerequisite: None required**

Beginning Band is offered to 9-12 graders who wish to learn how to play a wind or percussion instrument. No audition is required; however, a playing test may be necessary. This class is designed for the student who has no or little experience playing a musical instrument. Emphasis will be placed on individual musicianship and group musicianship through the study of basic fundamental techniques. Emphasis will also be placed on self and group discipline. Beginning Band II, III and IV are continuations of the skills developed in Beginning Band I.

**Students are expected to enroll in two semesters of band**

#### **Percussion Band**

**Grade Level: 9-12**

**Prerequisite: 8th Grade Band and Director's Approval**

Percussion Band is offered to 9-12 graders who wish to improve their knowledge of percussion technique. No audition is required; however, previous playing experience is necessary. Certain performances will be required; therefore, it is not recommended that the student enter just to play in class. Activities that may be required are band camp, all rehearsals, field and marching shows, parades, marching festivals and competitions, district honor band clinic and All-State Band. Emphasis will be placed on individual musicianship and group musicianship through the study of basic fundamental techniques. Emphasis will also be placed on self and group discipline.

Percussion Band II, III and IV are continuations of the skills developed in Percussion Band I.

**Concert Band**  
**Grade Level: 9-12**      **Prerequisite: 8th Grade Band and Director's Approval**

Concert Band is designed for the intermediate band student, playing level III literature. No audition is required; however, previous playing experience is necessary. Certain performances will be required; therefore, it is not recommended that the student enter just to play in class. Activities that may be required are band camp, all rehearsals, field and marching shows, parades, marching festivals and competitions, district honor band clinic and All-State Band. Emphasis will be placed on individual musicianship and group musicianship through the study of basic fundamental techniques. Emphasis will also be placed on self and group discipline. Concert Band II, III and IV are continuations of the skills developed in Concert Band I.

**Symphonic Band**  
**Grade Level: 9-12**      **Prerequisite: Audition and Director's Approval**

Symphonic Band is designed for the advanced band student, playing levels IV and V literature. Certain performances will be required; therefore, it is not recommended that the student enter just to play in class. Activities that may be required are band camp, all rehearsals, field and marching shows, parades, marching festivals and competitions, district honor band clinic and All-State Band. Emphasis will be placed on individual musicianship and group musicianship through the study of basic fundamental techniques. Emphasis will also be placed on self and group discipline. Symphonic Band II, III and IV are continuations of the skills developed in Symphonic Band I.

**Wind Symphony Band**  
**Grade Level: 9-12**      **Prerequisite: Audition and Director's Approval**

Wind Symphony is designed for the most advanced band student, playing levels V and VI literature. Marching band is also required. Certain other performances will be required; therefore, it is not recommended that the student enter just to play in class. Activities that may be required are band camp, all rehearsals, field and marching shows, parades, marching festivals and competitions, district honor band clinic and All-State Band. Emphasis will be placed on individual musicianship and group musicianship through the study of basic fundamental techniques. Emphasis will also be placed on self and group discipline. Wind Symphony II, III and IV are continuations of the skills developed in Wind Symphony I.

**Music Theory I**  
**Grade level: 10-12**      **Prerequisite: by consent of Music Dept. Staff**

Music Theory introduces the fundamentals of organized sound, emphasizes rules of Western music composition, and offers opportunities to create original works. Students will be required to read, notate, compose, sing, and listen to music. Computers may be used for composition.

**AP Music Theory**  
**Grade level: 11-12**      **Prerequisite: Music Theory I and/or teacher recommendation**

AP Music Theory builds upon the coursework of Music Theory I. This course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. Students are prepared to take the AP® Music Theory Exam when they have completed the course. Computers may be used for composition.

**Chorus and Ensemble Vocal Music Pathway (Any three courses required for pathway completion)**

**Students are encouraged to enroll in both semesters.**

**Beginning Chorus**  
**Grade level: 9-12**      **Prerequisite: None**

Beginning chorus is offered to freshmen and any upper class members that need further preparation for Intermediate Chorus. **NOTE: This is a performing group and performances outside of the regular school day may be required.** Beginning chorus will offer students an opportunity to enrich their musical talents. Students will focus heavily on learning to read music notation. No previous music experience is necessary for this course. Techniques for correct vocal production and ear training are also emphasized.

**Intermediate Chorus**  
**Grade level: 9-12**      **Prerequisite: Audition Only**

Intermediate Chorus offers an opportunity for singers with experience singing and reading music to further develop their vocal instruments while rehearsing and performing more advanced choral literature. This course is an important component for members who need further preparation before moving on to Advanced Chorus. Students enrolled in this course may also have opportunities for representing the school at regional choral festivals. Concepts covered in this class may include sight-singing, ear training, vocal production, music theory, music history, and performance techniques.

**Advanced Chorus**  
**Grade level: 9-12**      **Prerequisite: Audition Only**

Advanced Chorus is for the experienced singer. Students will be expected to have a firm grasp on correct vocal production, reading music notation, sight-singing, aural skills, and advanced theory techniques. Certain performances that may be required are school concerts, All-State chorus, Festival Competitions, district clinics, etc. Participation in Advanced Chorus will prepare the student to study music at a post-secondary institution if desired.

**Culinary Arts**

***Culinary Arts Career Pathway (\*required for pathway completion)***

**Introduction to Culinary Arts\***  
**Grade level: 10-11**      **Prerequisite: None**

Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. This course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

Mastery of standards through project-based learning, technical skills practice and leadership development activities of Family, Career and Community Leader of America, (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

**DUAL ENROLLMENT Introduction to Culinary Arts\***  
**Grade level 10-12**      **Prerequisite: None**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

**Culinary Arts I\***  
**Grade level: 10-11**      **Prerequisite: Introduction to Culinary Arts**

Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamental course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.

**Culinary Arts II\***  
**Grade Level: 11 - 12**      **Prerequisite: Culinary Arts I**

Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.

**DUAL ENROLLMENT Culinary Arts II\***  
**Grade level 11-12**      **Prerequisite: DE Culinary Arts I**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements

**Dance**

***Dance Career Pathway (Three courses required for pathway completion)***

**Dance I**  
**Grade level: 9-12**      **Prerequisite: None**

This class is open to all students. No dance experience or pre-requisite classes required. Students will learn the fundamentals of ballet, modern, and jazz techniques. The class will also examine dance history, vocabulary, movement science, and improvisation. There is a performance requirement for this class. Black leotard and ballet shoes are required for class and performance. Please note Hip-hop is not a part of the CCHS dance curriculum.

**Dance II-IV**  
**Grade Level: 9-12**      **Prerequisite: Dance I or Placement Audition**

It is highly recommended for this class to pass Dance I or a placement audition. Placement auditions will be held at the end of each school year. This class explores more complicated rhythmic combinations as well as enhancing the techniques of ballet, modern, and jazz. Creative interpretation and performance quality are also examined. There is a performance requirement for this class that includes one week of required after school rehearsals. Skin tone tights and shoes are required for show as well as a leotard for class. Please note Hip-hop is not a part of the dance curriculum.

**Advanced Dance**  
**Grade level: 9-12**      **Prerequisite: Placement Audition**

This class is by audition only. Advanced Dance emphasizes advanced-level technical skills, technique development, artistic growth, individual style, speed and quality of movement, complex combinations, and improvisational performance techniques. There is a performance requirement for this class that includes one week of required after school rehearsals. Please note Hip-hop is not a part of the dance curriculum.

**Drama / Theatre Arts**

**Students who enroll in Fundamentals of Drama/Acting/Advanced Drama are expected to perform. You cannot pass this class without participating in performance assignments. Alternate assignments in lieu of performance are not available in a performance class.**

***Drama Pathway (Three courses required for pathway completion)***

**Drama Fundamentals**  
**Grade level: 9-12**      **Prerequisite: None**

Through the study of theatre, the student will develop skills in communication and performance. Students will study voice, body and mind as tools of the actor, and will study the basics of theatre history and literature through in-class preparation of various performance projects. In addition to acting, students will have the opportunity to work in other areas of the theatre including lighting,

sound, make-up, costume, design, etc. *Note: This course serves as a foundation for all other Drama courses.*

### Acting I

**Grade level: 10-12 Prerequisite: Drama Fundamentals**

Basic acting theory, analyzing a role, developing a character and exploring the potential of the actor's imagination, voice, and body are included in this elective course.

### Acting II - IV

**Grade level: 11-12 Prerequisite: Acting I, II, III, and Drama teacher recommendation**

This course will include rudiments of history of drama, creation of characters, and script writing. Students are encouraged to write, produce, direct, and act in full scale productions.

### Advanced Drama I, II, III, IV

**Grade Level: 11-12 Prerequisite: Acting I or Technical Theatre and Design I, plus Director's approval**

Students will develop, manage and produce at least two shows per year. Performance tours will include trips to area schools and the hosting of performances in the CCHS auditorium. Students will take part in all elements of production, including casting, directing, lighting, sound, scene design and construction, costume design and construction, make-up, etc. *Advanced Drama II - IV enhance level-one skills. An audition/interview is required for this course.*

### A/B Block Technical Theatre and Design I Marketing & Management Co-requisite: Theatre

A/B Block Technical Theatre and Design I will be offered on the A/B block with Theatre Marketing and Management. Each course will meet on alternate days throughout the school year, two semesters.

### Technical Theatre and Design I

**Grade Level: 10-12 Prerequisite: Drama Fundamentals**

Students will develop knowledge and understanding of technical theatre through text study, class projects, and hands-on experience in lighting, sound, set and costume design and construction, theatrical make-up design and application, stage property design, and construction, and stage management.

### A/B Block Technical Theatre and Design I Co-requisite: Acting I

A/B Block Technical Theatre and Design I will be offered on the A/B block with Acting I. Each course will meet on alternate days throughout the school year, two semesters.

### Technical Theatre and Design II - IV

**Grade Level: 10-12 Prerequisite: Technical Theatre and Design I**

This course will enhance the knowledge and skills students developed in Technical Theatre and Design I. The students will have the opportunity to apply skills while focusing on design, construction, and execution in a major and minor area of concentration selected from the following: Lighting & Sound; Costumes & Makeup; Scenery/Sets & Props; Stage Management

### Theater Marketing and Management

**Grade Level: 10-12 Prerequisite: Intro to Theater and/or Teacher Recommendation**

Students will participate in an overview of theater production from the business perspective. Topics includes securing rights and royalties, marketing and advertising, box office and house management, career exploration and other related subjects. Students enrolled in Theater Marketing are expected to participate in the operation of the CCHS Theater production program, and may be involved in off-campus activities during the class.

### A/B Block Theatre Marketing and Management Co-requisite: Technical Theatre/Design I

A/B Block Acting I will be offered on the A/B block with Technical Theatre and Design I. Each course will meet on alternate days throughout the school year, two semesters.

### Audio-Video Technology and Film II Pathway(\*required for pathway completion)

#### Audio & Video Technology & Film I\*

**Grade Level: 10-12 Prerequisite: None**

This course will serve as the foundational course in the Audio & Video Technology & Film pathway, which prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, live streaming, and professional ethics. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on live multi-camera video and film style production projects that will require after-school participation. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses. The prerequisite for this course is advisor approval. Extracurricular productions are a requirement of this program.

#### Audio & Video Technology & Film II\*

**Grade Level: 10-12 Prerequisite: Audio & Video Technology & Film I**

This course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career

Opportunities; and Professional Ethics. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on live multi-camera video and film style production projects that will require after-school participation. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses. The prerequisites for this course is Audio & Video Technology & Film I and advisor approval. Extracurricular productions are a requirement of this program.

#### Audio & Video Technology & Film III-Broadcast Production\*

**Grade Level: 10-12 Prerequisite: Audio & Video Technology & Film II**

This course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production and provide leadership in the program. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on live multi-camera video and film style production projects that will require after-school participation. The prerequisites for this course include: AV Tech. & Film I & II and instructor approval via an application and interview process. Extracurricular productions are a requirement of this program.

## Journalism / Writing

### Journalism Career Pathway (Three courses required for pathway completion)

#### Journalism I

**Grade Level: 10-12**

**Prerequisite: Language Arts teacher Recommendation, and 85 or above in English**

Explores journalistic writing through analysis of newspapers, yearbooks, literary magazines and broadcast journalism publication; concentrates on purpose, influence and structure and language use. Course includes news gathering, ethics, copy writing, editing, and revising. Course may include typesetting, circulation, and production as minor aspects if a publication is produced. A personal interview is done by instructor. Any discipline actions and/or misuse of journalism privileges will result in removal from the program, at the discretion of the instructor or Principal.

#### Journalism II

**Grade Level 10-12**

**Prerequisite: Journalism A and Instructor recommendation**

Course enhances level-one skills in journalistic writing and analysis of print and broadcast publications and offers in-depth coverage of level-one topics and basic photography skills. Any discipline actions and/or misuse of journalism privileges will result in removal from the program, at the discretion of the instructor or Principal.

#### Writer's Workshop/Newspaper I and II

**Grade 10-12**

**Prerequisite: Language Arts' teacher recommendation and 85 or above in English**

Course explores journalistic writing through the development and publication of the school newspaper. Covers news gathering, ethics copy writing, editing, revising, and advertising. A personal interview is done by instructor. Any discipline actions and/or misuse of journalism privileges will result in removal from the program, at the discretion of the instructor or Principal.

## Visual Arts

### Visual Arts Pathway (Three courses, including two in the same discipline sequence, are required for pathway completion)

#### Visual Arts/Comprehensive I

**Grade level: 9-12**

**Prerequisite: None**

Students will study the fundamentals of design and composition through the techniques of drawing, commercial art, crafts, and printmaking. Media to be included will be pencil, charcoal, markers, pastels, and pen and ink. *Note: This foundations course serves as a Highly Recommended to all other Visual Arts courses.*

#### Visual Arts/Painting I

**Grade level: 10-12**

**Prerequisite: Visual Arts I**

In painting, students study advanced techniques in watercolor, acrylic, oil, and tempera. Emphasis will be placed upon individual and small group projects. Historical aspects of various painting styles will also be explored.

#### Visual Arts/Painting II

**Grade level: 10-12**

**Prerequisite: Visual Arts I, Painting I and Art teacher recommendation**

Enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media. This class emphasizes the concept and development of personal style.

#### Visual Arts/Pottery I

**Grade level: 10-12**

**Prerequisite: Visual Arts I**

This course introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration and glaze applications.

#### Visual Arts/Pottery II & Sculpture

**Grade level: 10-12**

**Prerequisite: Visual Arts/Pottery I**

This course develops the finer characteristics of clay and design using advanced techniques of construction and decoration, and explores design and compositional principles in additional media such as paster and wood. Emphasizes hand building and other forming techniques, surface decoration

and glaze applications. Historical aspects of various sculpture styles will also be explored.

#### **Visual Arts/Drawing I**

**Grade level: 10-12**

**Prerequisite: Visual Arts I**

This course explores a variety of drawing techniques and media: emphasizes developing basic drawing skills and critical analysis skills for responding to master drawings. Students will also examine solutions to drawing problems through student drawings and those of other artists.

#### **Visual Arts/Drawing II**

**Grade level: 10-12**

**Prerequisite: Visual Arts I**

This course explores a variety of advanced drawing techniques and media: emphasizes upper level drawing skills and critical analysis skills for responding to master drawings. Students will be required to complete complex two dimensional projects in a variety of different media.

#### **AP Art History**

**Grade level: 11-12**

**Prerequisite: Teacher Recommendation**

This course conforms to College Board topics for the Advanced Placement History of Art Examination. It covers prehistory to Egyptian, Greek and Roman, Early Christian, Byzantine, Early Medieval, Romanesque, Gothic, Renaissance and Mannerist, 17<sup>th</sup> and 18<sup>th</sup> century, 19<sup>th</sup> century, 20<sup>th</sup> century, and non-Western art.

#### **AP Studio Art: 3-D design**

**Grade level: 11-12**

**Prerequisite: Visual Arts I, Pottery I, Drawing I, and Sculpture I**

This course conforms to College Board topics for Advanced Placement Studio Art involving 3-D design elements. Very difficult assignments in design or sculpture will be worked on outside of class time. Course is a good preparation for a career in art.

#### **AP Studio Art: 2-D design**

**Grade level: 11-12**

**Prerequisite: Visual Arts I, Pottery I, Drawing I, and Sculpture I**

This course conforms to College Board topics for Advanced Placement Studio Art involving 2-D design elements. Very difficult assignments in design, drawing or painting will be worked on outside of class time. Course is a good preparation for a career in art.

## **Government & Public Services Academy**



### **Law and Justice**

**The course below, INTRODUCTION TO LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY, is the first course in all Law and Justice pathways.**

#### **Introduction to Law, Public Safety, Corrections and Security\***

**Grade level: 10-12**

**Prerequisite: None**

Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the prerequisite for all other courses within the Law, Public Safety, Corrections and Security Career Cluster. This course provides students with career-focused education opportunities in various public safety fields and examines the basic concepts of law related to citizens' rights and responsibilities. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized. The course will also provide in-depth competencies and components for the co-curricular Skills USA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with LPSCS pathways, (i.e. mock trial) is encouraged to enhance standards addressed in the curriculum.

#### **DUAL ENROLLMENT Introduction to Law, Public Safety, Corrections and Security\***

**Grade level: 10-12**

**Prerequisite: None**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

#### **Law Enforcement Services Pathway (\*required for pathway completion)**

#### **Criminal Justice Essentials\***

**Grade level: 10-12**

**Prerequisite: Intro to Law, Public Safety, Corrections and Security**

Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course

reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e. mock trial) is encouraged to enhance standards addresses in the curriculum.

#### **DUAL ENROLLMENT Criminal Justice Essentials\***

**Grade level: 10-12**

**Prerequisite: Intro to Law, Public Safety, Corrections and Security**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

#### **Criminal Investigation\***

**Grade level: 11-12**

**Prerequisite: Criminal Justice Essentials**

This course is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation.

#### **DUAL ENROLLMENT Criminal Investigation\***

**Grade level: 11-12**

**Prerequisite: Criminal Justice Essentials**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

### ***Application of Law Pathway (\*required for pathway completion)***

#### **Essentials of Legal Services\***

**Grade level: 10-12**

**Prerequisite: Intro to Law, Public Safety, Corrections and Security**

Essentials of Legal Services is the second course for the Application of Law pathway. This course provides an overview of the judicial process and role in our constitutional system of government. The major focus of the course is on constitutional rights of citizens and the corresponding duties of governmental officials. Students will learn about the role of the United States Supreme Court as the final arbiter of constitutional rights and responsibilities, as well as learning about the legal process in both criminal and civil cases. Students will learn about the various participants and the legal and ethical roles in criminal and civil cases. Students will not only understand these legal concepts, but will be able to apply their knowledge to various scenarios and defend their choices, decisions, and actions. Employability skills will be integrated into the task, activities, and projects to demonstrate skills required in legal services careers.

#### **DUAL ENROLLMENT Essentials of Legal Services\***

**Grade level: 10-12**

**Prerequisite: Intro to Law, Public Safety, Corrections and Security**

#### **Applications of Law**

**Grade level: 11-12**

**Prerequisite: Essentials of Legal Services**

Applications of Law is the third course for the Application of Law pathway. This course focuses on substantive law, both criminal and civil law, as well as the application of the law to factual scenarios. Students will learn the basic concepts of criminal law in order to analyze factual scenarios and apply criminal law to justify an appropriate criminal charge and the presence of possible defenses. Students will also learn basic civil law, including, torts, contracts, real property, family law, and immigration law. Students will not only understand the foundations of civil law, but will learn to use the IRAC (Issue, Rule, Analyze, and Conclusion) method of legal analysis and making cogent and persuasive legal arguments. Students will develop critical-thinking skills necessary to apply the law to various factual situations and to defend choices, decisions, and actions. Employability skills will be integrated into tasks, activities, and projects to demonstrate skills required in legal careers.

#### **DUAL ENROLLMENT Applications of Law**

**Grade level: 11-12**

**Prerequisite: Essential of Legal Services**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

## **Teacher Education**

### ***Early Childhood Care & Education I Pathway (\*required for pathway completion)***

#### **Early Childhood Education I\***

**Grade level: 10-12**

**Prerequisite: None**

The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics that may be addressed include principles of physical, emotional, social, cognitive, and moral development; human needs across the ages and stages of childhood; impacts of family and societal crisis on the development of the child; principles and theories of child development; the creation of a developmentally appropriate learning environment; collaborative relationships and guidance; lesson planning; appropriate responses to cultural diversity and students with special needs; and career decisions.

#### **DUAL ENROLLMENT \*Early Childhood Education I**

**Grade level 10-12**

**Prerequisite: None**



See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements

### **Early Childhood Education II**

**Grade level: 10-12 Prerequisite: Childhood Education I**

Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.

Mastery of standards through project based learning, laboratory application, technical skills practice, and leadership development activities of the career and technical student organization will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice when continuing their education and training.

### **DUAL ENROLLMENT \*Early Childhood Education II**

**Grade level 10-12 Prerequisite: DE Childhood Education I**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements

### **Early Childhood Education III**

**Grade level: 11-12 Prerequisite: Early Childhood Education II**

Early Childhood Education III is the third course in the Early Childhood Care and Education pathway. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition. Mastery of standards through project based learning, laboratory application, technical skills practice, and leadership development activities of the career and technical student organization will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice when continuing their education and training

### **Teaching as a Profession Pathway – TAPs (\*required for pathway completion)**

#### **Dual Enrollment Education I – Examining the Teaching Profession \***

**Grade Level: 10-12 Prerequisite: None**

The foundation course in the Teaching as a Profession Pathway (TAPs) begins to prepare students for future positions in the field of education. Students study, apply and practice the use of technology. Students learn effective teaching and learning strategies. Students create positive and effective learning environments. Students create instructional opportunities for diverse learners and students with special needs.

#### **Dual Enrollment Education II - Contemporary issues in education\***

**Grade Level: 10-12 Prerequisite: Education I - Introduction to Teaching**

The next course in the Teaching as a Profession Pathway (TAPs) engages the student in observations, interactions, and analyses of critical and contemporary education issues including challenges of poverty, parental involvement, gender bias, high stakes assessment, diverse learning needs, technology, charter and private school debates, disparities in funding, English as a second language and attrition.

#### **Dual Enrollment Education III- Teacher Practicum\***

**Grade Level: 10-12 Prerequisite: Education II - Contemporary Issues in Education**

The final course in the Teaching as a Profession Pathway (TAPs) offers students field experience under the direct supervision of a certified teacher (mentor teacher). Students will observe, analyze, and classify activities of the mentor teacher and compare personal traits with those of successful teachers. The student will develop a portfolio of skills, plans, and lessons. Students will observe, understand, and practice confidentiality as it pertains to the teaching profession. Students will understand and practice how to meet the needs of students with special needs, maintain the safety of students, practice professionalism, and demonstrate ethical behavior. Finally, students will create a portfolio demonstrating knowledge, skills, and experiences from the TAPs pathway.

## **Navy JROTC**

**Students must take both semesters of JROTC**

### **JROTC/ Naval Science I Cadet Field Manual 1<sup>st</sup> semester**

**Grade level: 9-12 Prerequisite: none**

The purpose of this course is to combine all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership, and communications. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **JROTC/ Naval Science I Introduction to NJROTC 2<sup>nd</sup> semester**

**Grade Level: 9-12 Prerequisite: Navy I**

The purpose of this course is to help students understand the missions, goals, and opportunities available as members of the NJROTC program. This course will also introduce students to the basic principles of leadership, which combined with the many opportunities for practical experience in the NJROTC program will prepare them for leadership roles in school and upon graduation. Students will gain an understanding of our nation, our values, traditions, heritage, respect for our laws, as well as becoming involved, responsible citizens. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **JROTC/ Naval Science II Maritime History 1<sup>st</sup> semester**

**Grade level: 10-12 Prerequisite: Navy II**

The purpose of this course is to build on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership in students, introduce cadets to the maritime history of the world and the United States from the American Revolution through the present time. The material includes Bosnia, the demise of the Soviet Union, and the September 11, 2001 terrorists' attack upon the United States. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **JROTC/ Naval Science II Nautical Science 2<sup>nd</sup> semester**

**Grade Level: 10-12 Prerequisite: Navy III**

The purpose of this course is to introduce the various nautical sciences through classroom work and some laboratory time. The development of core skills that students should master is integrated throughout the course and includes geography, oceanography, astronomy, physical science, meteorology, and weather. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **JROTC/ Naval Science III Naval Knowledge 1<sup>st</sup> semester**

**Grade level: 11-12 Prerequisite: JROTC/Navy III-IV**

The purpose of this course is to further the foundation in citizenship and leadership established in Naval Science One and Two and to expound upon the virtues of the United States citizenship with knowledge of uses of the world's waterways through the viewpoint of National power and International law. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **JROTC/ Naval Science III Naval Orientation and Skills 2<sup>nd</sup> semester**

**Grade Level: 11-12 Prerequisite:**

The purpose of this course is to further the foundation in citizenship and leadership established in Naval Science One and Two and to provide classroom and practical application in Naval and Ship Organization. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **JROTC/ Naval Science IV Naval Leadership and Ethics 1<sup>st</sup> semester**

**Grade level: 12 Prerequisite: JROTC/Navy V-VI**

The purpose of this course is to take a more in-depth look at what leadership is and to learn how to maximize leadership abilities. More importantly, this course will assist the student in adding the polish necessary to be a truly effective leader in the NJROTC unit, school, community, and in life. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **JROTC/ Naval Science IV Effective Communications 2<sup>nd</sup> semester**

**Grade Level: 12 Prerequisite:**

The purpose of this course is to teach the students the techniques of effective communication, which is one of the most important skills that a good leader must develop in order to be successful. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of

three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

## **Health & Environmental Science Academy**



### **Agriculture**

***The course below, BASIC AGRICULTURE SCIENCE, is the first course in all Agriculture pathways.***

#### **Basic Agricultural Science\***

**Grade Level: 9-10 Prerequisite: None**

This course is designed as the foundational course for all Agricultural, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem-solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

#### **Animal Science and Biotechnology\***

**Grade Level: 10-12 Prerequisite: Biology & Basic Agri Science**

Introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. *This course meets the requirement for 3<sup>rd</sup> or 4<sup>th</sup> year science electives.*

#### **Plant Science and Biotechnology\***

**Grade Level: 10-12 Prerequisite: Biology & Basic Agri Science**

Plant Science introduces scientific theories and principles used in the production and management of agriculture plants for food, feed, fiber, environmental protection and aesthetic value. *This course meets the requirement for 3<sup>rd</sup> or 4<sup>th</sup> year science electives.*

#### **Small Animal Care**

**Grade Level: 10-12 Prerequisite: Basic Agricultural Science**

This course is designed to provide students with skills and concepts involved with the care and management of companion animals. All types of companion animals: small Mammals, cats, dogs, birds, reptiles and fish will be handled, managed and used in laboratory situations following proper safety procedures. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. Students will also have the opportunity to show small animals if desired.

#### **Veterinary Science**

**Grade Level: 10-12 Prerequisite: Basic Agricultural Science & Animal Science**

The agricultural education course in veterinary science covers the basics of animal care. Topics covered include disease, parasites, feeding, shelter, grooming, and general animal care. The target population is career preparatory students desiring to continue education after high school or to enter the workforce after graduation from high school. College preparatory students benefit from the course as an elective if they plan to enter college and pursue a degree to enter the veterinary profession. This course allows students entering the workforce after graduation from high school to develop entry-level skills to become employed and to continue education on the job.

#### **General Horticulture and Plant Science\***

**Grade level: 10-12 Prerequisite: Basic Agri Science**

Horticulture is a course for students in grades 9-12 who are interested in exploring careers and developing competencies in greenhouse management, floriculture, nursery production, landscape design, and related occupations. This class will be responsible for growing and maintaining seasonal crops in the greenhouse.

#### **Forest Science\***

**Grades: 10-12 Prerequisite: Basic Agricultural Science**

Forest Science provides entry-level skills for employment in the forest industry and for further study. This course covers establishing forests by natural and artificial means, maintaining and surveying forests, identifying and protecting trees, practicing silviculture, measuring trees and land, mapping, preparing for timber sales and harvest, employing multiple-use resource management, keeping records, and figuring taxes.

#### **Nursery and Landscape\***

**Grade level: 10-12 Prerequisite: General Horticulture**

Nursery Production and Management introduces systematic cultural practices and business procedures used in nursery businesses. This class covers the

production, marketing, and distribution of landscape plants and related landscape materials.

#### **Agribusiness Management & Leadership**

**Grade Level: 11-12 Prerequisites: Basic Ag & Horticulture, Plant Science, Animal Science, or Forestry**

The Agribusiness Management and Leadership course will enable students desiring to pursue a career in agribusiness to demonstrate applications of principles and practices as we cover economics, law & ethics, communication, financial literacy, and the different types of businesses and how each type of business is managed. Mastery of these standards through project-based learning (including creating a business plan) and leadership development activities in the FFA and supervised agricultural experience program will help prepare students for post-secondary study or entry into agribusiness.

### **Healthcare Science**

***The courses below, INTRODUCTION to HEALTHCARE SCIENCE and Essentials of Healthcare are required in all Health Science pathways.***

#### **Introduction to Healthcare Science\***

**Grade level: 10-12 Prerequisite: None**

Introduction to Healthcare Science is the foundational and prerequisite course for all Health Science pathways. This course is appropriate for students wishing to pursue a career in the Healthcare science careers as well as employability and communication skills necessary in the healthcare industry. The concepts of human growth and development, health, wellness, and preventative care are evaluated, as well as, legal, ethical and technology responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid.

Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through projects based learning, technical skill practice, and leadership development activities of the HOSA career and technical student organization, Future Health Professionals, will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

#### **DUAL ENROLLMENT Introduction to Healthcare Science\***

**Grade level 10-12 Prerequisite: None**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

#### **Essentials of Healthcare**

**Grade Level: 10-12 Prerequisite: Intro to Healthcare Science**

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders, and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make a connection between medical procedures and the pathophysiology of diseases and disorders.

#### **DUAL ENROLLMENT \*Essentials of Healthcare**

**Grade level 10-12 Prerequisite: Intro to Healthcare ScienceP**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

### ***Therapeutic Services – Emergency Medical Responder Pathway (\*required for pathway completion)***

#### **Emergency Medical Responder**

**Grade Level: 11-12 Prerequisite: Essentials of Healthcare**

The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival Emergency Medical Service Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing.

### ***Therapeutic Services – Patient Care (\*required for pathway completion)***

#### **Patient Care Fundamentals\***

**Grade level: 11-12 Prerequisite: Introduction to Healthcare, Essentials of Healthcare, and Approved Application**

This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career *Nursing Assistant*. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA). Upon completion of this course and its prerequisites, this course

meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant.

#### **DUAL ENROLLMENT Patient Care Fundamentals\***

**Grade level 10-12**                      **Prerequisite: Introduction to Healthcare, Essentials of Healthcare, and Approved Application**

See description above. Refer to DUAL ENROLLMENT enrollment guidelines for requirements.

#### **Therapeutic Services-Pharmacy Pathway**

##### **Pharmacy Operations and Fundamentals\***

**Grade Level: 12, 2<sup>nd</sup> Semester**                      **Prerequisite: Essentials of Healthcare, Intro to Healthcare**

This course is an introduction to pharmacy technology professions, employment opportunities, and basic pre-pharmacy technician skills which may be utilized in either clinical or community settings such as retail, home health care, and ambulatory care pharmacies. Intensive pharmacy specific safety and security training are provided including potential drug addiction and abuse issues relative to pharmaceutical care such as robberies and identification of forgeries. This course is recommended for students planning on pursuing careers in the healthcare industry, which may require basic pharmaceutical knowledge, common healthcare mathematical applications, and/or technical proficiency in the administration medications. An overview of prescription and nonprescription medications, classifications, actions, and interactions is provided while critical thinking skills are developed throughout the course from initial calculations/conversions of drug dosage forms to the simulation of regulating IV infusion rates. Clinical experience is recommended to help prepare a student to potentially take the Pharmacy Technician exam when they are eligible. An internship course under the supervision of a Registered Pharmacist may also be utilized for this experience. After the completion of this course, students may be eligible to take the Pharmacy Technician Certification Exam ExCPT-through the NHA (National Healthcareer Association)- The prerequisites for the course are Introduction to Healthcare Science and Essentials of Healthcare.

#### **Therapeutic Services-Sports Medicine**

##### **Sports Medicine**

**Grade Level: 11-12**                      **Prerequisite: Essentials of Healthcare**

Sports Medicine is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic service skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support.

#### **Food and Nutrition Pathway (\*required for pathway completion)**

##### **Food, Nutrition and Wellness**

**Grade level: 9-12**                      **Prerequisite: None**

Food, Nutrition, and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health.

Mastery of standards through project-based learning, technical skills practice and leadership development activities of Family, Career and Community Leaders of America, (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training

##### **Food for Life**

**Grade level: 10-12**                      **Prerequisite: Food, Nutrition and Wellness**

Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status, and strategies to enhance well-being at each stage of the lifecycle is emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, nutrition science and consumer food related careers with additional education at the post-secondary level.

##### **Food Science\***

**Grade level: 11-12**                      **Prerequisite: Food for Life, strong science background**

Food Science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Related careers will be explored. *This course has been approved by the State Department of Education to meet the fourth science requirement.*

## **Cross Academy Electives** **Academic Success Skills**

#### **Coordinated Career and Academic Education (CCAIE)**

**Grade Level: 10-12**

**Prerequisite: None**

Coordinate Career Academic Education (CCAIE) and Project Success (PS) are support services designed for students from special populations as identified in the federal Carl D. Perkins legislation. These support services provide opportunities for students to sharpen their academics and employability skills. Through participation in a CCAIE and /or PS program, students learn about the world of work. Students develop confidence, maturity, and self-esteem through meeting academic challenges, completing projects, and participating in a Career and Technical Student Organization (CTSO).

Students who receive CCAIE support services are highly encouraged to participate in the career and technical student organization most closely aligned with their career pathway aligned with their career pathway. Membership on CTSO's helps students become well rounded individuals and enables them to recognize and develop their leadership abilities. By participating in school and community projects and CTSO competitive events, members learn to plan, organize, and implement qualities essential in both the workforce and leadership.

CCAIE Level I: Career Foundations and Leadership teaches the introductory skills needed to obtain and maintain employment in a desired career pathway: safety and basic health, occupational requirements, academic achievement, teamwork, work ethic, basic workplace skills, basic personal finance, career technical student organizations, self-assessment, career pathways, career readiness, and employment performance.

#### **ACT/SAT Prep**

**Grade Level: 11-12.**                      **Prerequisite: Successful completion of 10<sup>th</sup> grade**  
**Recommended: Coordinate Algebra and Math II**

Drawing on a variety of current resources, *ACT/SAT Prep* is intended to explain what the ACT and SAT are all about and to give students an opportunity to familiarize themselves with test-style questions. The goal is not to provide students with a hard-and-fast method for taking the test, but rather to give students the tools to approach the SAT with confidence and optimism. The course will be team-taught by a pair of teachers dividing the curriculum into a verbal half and mathematics half. Emphasis will be placed on academic preparation through drill and practice and on transition to higher education through informal counseling. Critical thinking activities will enrich and broaden the scope of the course beyond the fundamentals of SAT and ACT concepts.

#### **Physical Education**

**Students may only take one PE class per semester.**

##### **Personal Fitness/Health**

**State mandated course for all ninth grade students**

**Grade Level: 9-12**

**Prerequisite: None**

The State of Georgia requires all students to take ½ unit of Personal Fitness and ½ unit of Health. Both are taught in one semester. Personal Fitness provides instruction in methods to attain a healthy level of physical fitness. The Health component is designed to help students develop an awareness of safety and healthy lifestyles and methods of dealing with related emergencies. Included in the health component is the drug and alcohol awareness class required by the Georgia Highway Patrol before students are eligible to secure their driver's license. The instruction on human sexuality and Acquired Immune Deficiency Syndrome awareness required by the state of Georgia is also part of the curriculum. The Personal Fitness component presents students with an opportunity to assess their fitness level and learn the role that physical activity plays in their lives. Students develop a plan for physical fitness and learn to participate in activities which can be continued for fitness and recreation. The history, vocabulary, skills, rules, and regulations of selected sports activities will also be introduced.

##### **9<sup>th</sup> PE General Elective**

**Grade Level: 9<sup>th</sup>**

**Prerequisite: Personal Fitness/Health**

Physical Fitness training and team sports offered to ninth graders as a general physical education elective. Ninth grade student must also take and pass PE Personal Fitness and Health.

##### **Team Sports Boys**

**Offered both semesters, Students will be scheduled 1 semester only**

**Grade Level: 10-12**

**Prerequisite: Personal Fitness/Health**

Course introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, and flag football. Class enhances skills in team sports strategies.

Grade Level	Course Name
10	Tenth Introductory to Team Sports
11	Eleventh Intermediate Team Sports
12	Twelfth Advanced Team Sports

**Team Sports Girls**                      **Offered both semesters, Students will be scheduled 1 semester only**

**Grade Level: 10-12**                      **Prerequisite: Personal Fitness/Health**  
Course introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, and flag football. Class enhances skills in team sports strategies.

Grade Level	Course Name
10	Tenth Girls Introductory to Recreational Games
11	Eleventh Girls Intermediate Recreational Games
12	Twelfth Girls Advanced Recreational Games

**Lifetime Sports**                      **Offered 2nd semester only**  
**Grade Level: 9-12**                      **Prerequisite: Personal Fitness/Health**  
Course introduces fundamental skills, strategies, and rules associated with lifetime sports such as tennis, bowling, golf, and racquetball. The emphasis of this class is on tennis.

Grade Level	Course Name
9	Introductory Outdoor Education
10	Tenth Introductory Lifetime Sports
11	Eleventh Intermediate Lifetime Sports
12	Twelfth Advanced Lifetime Sports

**Aerobics**                      **Offered both semesters, Students will be scheduled 1 semester only**

**Grade Level: 10-12**                      **Prerequisite: Personal Fitness/Health**  
This class is designed to instruct the student in the basic principles and concepts of aerobic exercise. The course will include instruction in basic aerobics, step aerobics, other forms of cardiovascular activities, and "tae-bo." The goal is for the student to be able to complete a one hour workout with only a short 5 minute break.

**PE Weight Training Boys**                      **Offered both semesters**  
**Grade level: 10-12**                      **Prerequisite: Teacher recommendation**

Weight training is a series of courses designed to assist students in the enhancement of their physical strength. The program will augment the strength of particular muscle groups, improve body conditioning, reapportion body measurements, and increase power, coordination, speed and flexibility. Proper weight-lifting techniques and safety measures will be introduced and a planned program of weight training for the individual will be developed and implemented.

Grade Level	Course Name 1 <sup>st</sup> Semester	Course Name 2 <sup>nd</sup> Semester
10	Tenth Physical Conditioning	Tenth Advanced Physical Conditioning
11	Eleventh Weight Training	Eleventh Advanced Weight Training
12	Twelfth Body Sculpting	Twelfth Adv Body Sculpting

**PE Ex/Wt. Conditioning**                      **Offered both semesters**  
**Grade level: 10-12**                      **Prerequisite: Teacher recommendation**  
Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition. This course includes an exercise program and weight training techniques.

Grade Level	Course Name 1 <sup>st</sup> Semester	Course Name 2 <sup>nd</sup> Semester
10	Tenth Girls Physical Conditioning	Tenth Girls Advanced Physical Conditioning
11	Eleventh Girls Exercise	Eleventh Girls Advanced Exercise
12	Twelfth Girls Body Sculpting	Twelfth Girls Advanced Body Sculpting

**Work Based Learning/Youth Apprenticeship**  
**Grade Level: 11-12**

Applicants for Work-Based Learning (WBL) should apply with Ms. Jacqueline Hart (room D13) or Mrs. Teresa Knowles (room D15). Work-Based Learning encompasses, internship (paid/unpaid), cooperative work experience, and apprenticeship (paid & unpaid). On-site Peer Internship is limited to students who have earned 2 AP credits and completed a pathway in Business or Government. The following personnel coordinate application and recommendation for specific WBL placements:

- Ms. Jacqueline Hart, Work-Based Learning (Room D13)
- Ms. Teresa Knowles, Apprenticeship (Room D15)
- Ms. Teresa Knowles, CNA students (Room D15)
- Mr. Thomas Schwarz, Marketing Pathway students (Room C11)

**Requirements:**

- Students must be on track for graduation.
- Students must be 16 years of age and have achieved Junior or Senior Status
- Students must provide their own transportation to and from school and the workplace.
- Students must have completed at least one CTAE course prior to enrollment.
- Students must complete an application process and provide a current resume
- Student absences cannot exceed 13 for the previous school year. **(This includes excused and unexcused absences/tardies)**
- Students must have favorable discipline history for the previous school year. Applicants with more than two behavioral referrals resulting in consequences greater than a warning, lunch detention, after school detention or Saturday School will not be considered. However, students may agree to be on probationary status with the opportunity to re-apply at the end of the next complete semester

**Commitment:**

- **Placements are intended to place students with specific skill training (pathway completion) in the available job market that most closely relates to those skills.**
- **Participants will be limited to no more than two employer training stations (jobs) per year in order to build a positive work history.**
- **Students who fail to maintain program standards can be removed from the work-based learning program and risk impacting GPA and graduation.**
- **Students are required to be employed and work a minimum of the equivalent number of hours per week that would have been spent in the classroom with documented worksite experience. (1 block = 7.5, 2 blocks = 15, 3 blocks = 21.5)**
- **Students must be employed through the entire school term.**
- **Students may be required to complete job shadowing, postsecondary visitation and community service activities according to a specifically designed training plan.**

Work-Based Learning is designed to promote and provide practice for students seeking work experiences to possess an effective work ethic that demonstrates proper attitudes, values and interpersonal skills required to make them successful in the world of work. Career exploration will include career search and assessment, postsecondary planning and financial aid information. Students will also learn the skills necessary for everyday life functions such as banking procedures, dealing with consumer problems and good communication. Membership in a Career Technical Student Organization is encouraged.

Students not serving in on-site internships, leave campus to work with partner employers. All students will be evaluated by the employer to earn a grade for the award of one career technical credit per enrolled block. Evaluation will also be based on the student's ability and performance in maintaining employment that will include evaluative feedback from the employer and performance on assignments from the coordinator. All Work Based Learning Students will complete an Electronic Career Portfolio.

Students enrolled in the Youth Apprenticeship program will continue the program until a post-secondary credential is earned and will earn a Youth Apprenticeship Completer Certificate.

## CCHS Career Pathways and Courses

(Note: Prerequisites are listed in course description book.)

### Business Academy pages 9-12

<b>Business and Technology Pathway</b> Introduction to Business & Technology+ Business and Technology Business Communications+	<b>Advanced Accounting</b> Introduction to Business & Technology+ Principles of Accounting I+ Principles of Accounting II	<b>Business Accounting Pathway</b> Introduction to Business & Technology+ Financial Literacy+ Principles of Accounting I+
<b>Financial Pathway</b> Introduction to Business & Technology+ Financial Literacy+ Banking, Investing and Insurance+	<b>Web and Digital Communications Pathway</b> Introduction to Digital Technology+ Digital Design+ Web Design	<b>Marketing and Management Pathway</b> Marketing Principles+ Marketing and Entrepreneurship Marketing Management
<b>Game Design</b> Introduction to Digital Technology+ Computer Science Principles OR AP Computer Science Principles Game Design: Animation and Simulation	<b>Information Support &amp; Services</b> Introduction to Digital Technology+ Information Technology I Essentials Information Technology II Support	<b>Computer Science Pathway</b> Introduction to Digital Technology+ Computer Science Principles OR AP Computer Science Principles AP Computer Science

### Engineering, Architectural and Industrial Academy pages 12-13

<b>Architectural Drawing &amp; Design Pathway</b> Introduction to Drafting and Design+ Architectural Drawing and Design I Architectural Drawing and Design II	<b>Carpentry Pathway</b> Industry Fundamentals and Occupational Safety+ Introduction to Construction* Carpentry I	<b>Electrical Pathway</b> Industry Fundamentals and Occupational Safety+ Introduction to Construction Electrical I
<b>Masonry Pathway</b> Industry Fundamentals and Occupational Safety+ Introduction to Construction Masonry I	<b>Plumbing Pathway</b> Industry Fundamentals and Occupational Safety+ Introduction to Construction Plumbing I	<b>Machine Operation Pathway</b> Industry Fundamentals and Occupational Safety Introduction to Metals Machine Operations I
<b>Sheet Metal Pathway</b> Industry Fundamentals and Occupational Safety+ Introduction to Metals Sheet Metal I	<b>Welding Pathway</b> Industry Fundamentals and Occupational Safety+ Introduction to Metals Welding I	<b>Maintenance and Light Repair Pathway</b> Basic Maintenance and Light Repair+ Maintenance and Light Repair 2 Maintenance and Light Repair 3
<b>Engineering and Technology</b> Foundations of Engineering and Technology+ Engineering Concepts Aerospace Engineering		

### Fine Arts Academy pages 13-15

<b>Dance Arts</b> Dance I Dance II/Advanced Dance Dance III/Advanced Dance	<b>Band Pathway</b> Concert Band Symphonic Band Wind Symphony	<b>Chorus Pathway</b> Chorus I+ Chorus II/Advanced Chorus Advanced Chorus	<b>Painting Pathway</b> Visual Arts Comprehension I Painting I Painting II	<b>Culinary Arts</b> Introduction to Culinary Arts+ Culinary Arts I Culinary Arts II
<b>Acting Pathway</b> Drama Fundamentals+ Acting I Acting II/Advanced Drama	<b>Technical Theatre Pathway</b> Drama Fundamentals+ Technical Theatre & Design I Technical Theatre & Design II	<b>Drawing Pathway</b> Visual Arts Comprehension I Drawing I Drawing II	<b>Pottery Pathway</b> Visual Arts Comprehension I Pottery I Pottery II	<b>Journalism/Writing</b> Journalism I      Journalism II Newspaper I      Newspaper II Yearbook I      Yearbook II
<b>Audio-Video Technology and Film II</b> Audio and Video Technology and Film I Audio-Video Technology and Film II Audio-Video Technology and Film III-Broadcast Video Production				

### Government and Public Service Academy pages 15 -17

<b>Law Enforcement Services Pathway</b> Intro to Law. Public Safety, Corrections & Security+ Criminal Justice Essentials Criminal Investigation	<b>Early Childhood Care &amp; Ed I Pathway</b> Early Childhood Education I+ Early Childhood Education II Early Childhood Education III	<b>Teaching as a Profession</b> Education I - Examining the Teaching Profession Education II - Contemporary issues in education Education III- Teacher Practicum	<b>Spanish Pathway</b> Spanish I Spanish II Spanish III
<b>Application of Law Pathway</b> Intro to Law, Public Safety, Corrections & Security+ Essentials of Legal Services Applications of Law	<b>NJROTC Pathway</b> Navy I Introduction to NJROTC+ Navy II Nautical Science Navy III Naval Orientation & Skills Navy IV Effective Communication		

### Health and Environmental Science Academy pages 17-18

<b>Agriscience Systems Pathway</b> Basic Agricultural Science+ Animal Science and Biotechnology Plant Science and Biotechnology	<b>Companion Animal Systems Pathway</b> Basic Agricultural Science+ Animal Science and Biotechnology Small Animal Care	<b>Emergency Medical Responder Pathway</b> Introduction to Healthcare Science+ Essentials of Healthcare Emergency Medical Responder
<b>Ag Leadership in Plant Science Pathway</b> Basic Agricultural Science+ Plant Science & Biotechnology Agribusiness Management & Leadership	<b>Veterinary Science Pathway</b> Basic Agricultural Science+ Animal Science and Biotechnology Veterinary Science	<b>Sports Medicine Pathway</b> Introduction to Healthcare Sciences+ Essentials of Healthcare Sports Medicine
<b>Ag Leadership in Horticulture Pathway</b> Basic Agricultural Science+ General Horticulture & Plant Science Agribusiness Management & Leadership	<b>Horticulture and Animal Systems Pathway</b> Basic Agricultural Science+ General Horticulture and Plant Science Animal Science and Biotechnology	<b>Pharmacy Pathway</b> Introduction to Healthcare Science+ Essentials of Healthcare Pharmacy Operations and Fundamentals
<b>Agriculture Leadership in Forestry Pathway</b> Basic Agricultural Science+ Forestry Science Agribusiness Management & Leadership	<b>Forestry and Animal Science Pathway</b> Basic Agricultural Science+ Forestry Science Animal Science and Biotechnology	<b>Patient Care Pathway</b> Introduction to Healthcare Science+ Essentials of Healthcare Patient Care Fundamentals
<b>Horticulture and Forest Science Pathway</b> Basic Agricultural Science+ Forest Science General Horticulture and Plant Science	<b>Ag Leadership in Animal Production Pathway</b> Basic Agricultural Science+ Animal Science & Biotechnology Agribusiness Management & Leadership	
<b>Plant and Landscape Systems Pathway</b> Basic Agricultural Science+ General Horticulture and Plant Science Nursery and Landscape		

+ There is no prerequisite for this course.