

LAKE SIDE HIGH SCHOOL

Course Catalog

2026 – 2027



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**Lakeside High School
3801 Briarcliff Road, NE
Atlanta, Georgia 30345**

<http://www.lakesidehs.dekalb.k12.ga.us/>



VISION

Lakeside High School's vision is a diverse and dynamically engaged community of life-long learners collectively committed to equity and excellence in education.

MISSION

Lakeside High School's mission is to reach, support, and advocate for every student to graduate well-positioned to craft a life of meaning.

Introduction

We at Lakeside consider it our responsibility to provide the best learning opportunities possible. We encourage students to take full advantage of the educational options at Lakeside High School (LHS) and the DeKalb County School District (DCSD).

The Lakeside High School Course Catalog is designed to offer students and their parents information on courses that will be offered at Lakeside during the 2026-2027 school year. Parents can utilize this guide to support students with their requests as they select courses most appropriately aligned to their interests and needs. In addition to the courses offered, various levels are offered for numerous courses, expanding student options even more.

Lakeside High School Administrative Team

| | | |
|----------------------------|--|--------------|
| Dr. Susan Stoddard | Principal | 678-874-6702 |
| Mr. Michael T. Loyd | Asst. Principal of Scheduling, Social Studies and CTAE | 678-874-6715 |
| Ms. Melanie Conner | Asst. Principal for Math, Fine Arts, College Board | 678-874-6714 |
| Ms. January Stephanopoulos | Asst. Principal for Title I, ESL and IEL | 678-874-6713 |
| Mr. Christopher Adams | Asst. Principal for Professional Learning, English/Language Arts | 678-874-6718 |
| Ms. Kristen Bibb | Asst. Principal of Science, World Languages, testing coordinator (MAP, EOC & Access) | 678-874 |
| Mr. Christopher Taylor | Asst. Principal for PE/Health, custodians, campus security | 678-874-6717 |

Counseling Department

| | | |
|------------------------|---|--------------|
| Ms. Sharlee Dunnivant | Head Counselor, 10-12 grade students (T-Z) | 678-874-6727 |
| Dr. Rita Bucovaz | Counselor 10-12 grade students (A-C) | 678-874-6730 |
| Ms. Melissa Perlmutter | Counselor 10-12 grade students (D-H) | 678-874-6728 |
| Mr. Evans | Counselor 10-12 grade students (I-N) | 678-874-6724 |
| Mr. Cole Conners | Counselor 10-12 grade students (O-S) | 678-874-6733 |
| Mr. Dylan Tinsley | Counselor 9 th grade students | 678-874-6729 |
| Mr. Don Wessels | Social Worker | 678-536-7745 |

Department Instructional Leaders

| | | |
|-----------------------|-------------------------------------|--------------|
| Ms. Marcia Jackson | Career Tech | 678-874-6844 |
| Mr. Wesley Ellis | English/Language Arts | 678-874-6886 |
| Ms. Ingrid Blum | ESOL | 678-874-6756 |
| Ms. Jessica Nabor | | 678-480-1097 |
| Ms. Devora Reiss | Fine Arts | 678-874-XXXX |
| Dr. David Fairchild | | 678-874-XXXX |
| Ms. Kathy Bakowski | Mathematics | 678-874-6774 |
| Mr. Jamal Basit | Physical Education and Health | 678-874-6702 |
| Ms. Monica Baker-Eady | Science | 678-874-6889 |
| Ms. Lauren Boggs | Social Studies | 678-874-XXXX |
| Ms. Stephanie Harris | | 678-874-XXXX |
| Ms. Ashley Blackwood | World Language | 678-874-6890 |
| Ms. Sarah Swanger | Exceptional Education, Co Chairs | 678-874-6782 |
| Ms. Wintana Tekle | | 678-874-6852 |

Student Support Services

| | | |
|-------------------------------------|---------------------------------|--------------|
| Dr. Frances Jartu White | MTSS/SST Coordinator | 678-874-6723 |
| Ms. Natalie Rodriguez- Hernandez | Lead Teachers Special Education | 678-874-6772 |
| Ms. Maya Miller | 504 Coordinator | 678-874-6800 |
| Coach Tricia Newmyer | Athletic Director | 678-874-6741 |

General Phone Numbers

| | |
|-------------------|----------------|
| Main Office | (678) 874-6702 |
| Attendance Office | (678) 874-6720 |
| Counseling Office | (678) 874-6726 |
| Discipline Office | (678) 874-6721 |
| Main Fax | (678)874-6710 |

Class of 2022 and subsequent years (Rev 1/22/21)

DEKALB COUNTY SCHOOL DISTRICT PROGRAM OF STUDY SELECTION/ADVISEMENT FORM

Student Last Name: _____ Student First Name: _____ Student Number: _____
Counselor Name (Print): _____ Counselor Signature: _____ Date: _____

| Courses | General Education Diploma (Check One) DIPLOMA SEAL: Select type of diploma seal by placing a √ in the appropriate box. | | | | Transition Diploma |
|---|---|--|--|--|---|
| | Students with Disabilities (GAA) | College Preparatory Seal | Career Technology Seal | Honors /Distinction Seal † | Required course work determined by Individualized Educational Program (IEP) |
| ENGLISH* Literature 9 American Literature Two Additional English Units* | 4 | 4 | 4 | 4 | |
| MATH* Coordinate Algebra or Algebra I Analytic Geometry or Geometry Advanced Algebra or Algebra One Additional Math Unit* | 4 | 4 | 4 | 4 | |
| SCIENCE* Biology Physical Science or Physics Chemistry, Earth Systems, Environmental Science or any AP/IB One Additional Science Unit* | 4 | 4 th science can meet science or elective requirement | 4 th science can meet science or elective requirement | 4 th science can meet science or elective requirement | |
| SOCIAL STUDIES* .50 American Government/Civics World History US History .50 Economics One Additional Social Studies Unit* | 4 | 4 | 4 | 4 | |
| HEALTH/PHYSICAL EDUCATION .50 Health .50 PE 1.00 ** | 2 | 2 | 2 | 2 | |
| ELECTIVES *** Humanities *** World Languages* Career Technology*** | 6 | 6 *2 Units of the same World Language required ***3 Units of Career Tech in the same pathway required or 3 Units of Humanities 1 General Elective | 6 *1 Unit of a World Language required ***3 Units of Career Tech in the same pathway required 2 General Electives | 6 *3 Units of the same World Language required 3 General Electives | |
| Totals | 24 | 24 | 24 | 24 | |

†Requires 3.5 Cumulative Grade Point Average (CUGPA) and a 3.0 Core Grade Point Average (CGPA)

*Core Courses

**One unit may be exempt through validated full-year participation in DeKalb County School District sponsored athletics, marching band, dance and/or JROTC.

***Students are required to select elective courses based on the **area of concentration** with a minimum of three (3) units within the area of Career Technology or a minimum of three (3) units within the area of Humanities. **Career Technology** units must be in one of the following areas: BUS ED, FCS, TE, T&I or JROTC. **Humanities** include the following areas: World Languages, +ESOL, Fine Arts, Visual Arts, Performing Arts, ELA and Social Studies.

*All identified ELL students must be enrolled in an ESOL course. Course level placement must be made per results of the ACCESS and/or WIDA Standards Language Proficiency Level. For approved ESOL delivery models, please refer to GaDOE ESOL Resource Guide.

Parent's/Guardian's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

GRADING SCALE

| Letter Grade | Range | 4 point scale | 5 point scale (AP & Dual Enrollment) |
|--------------|----------|---------------|--------------------------------------|
| A | 90 - 100 | 4 points | 5 points |
| B | 80 - 89 | 3 points | 4 points |
| C | 71 - 79 | 2 points | 3 points |
| D | 70 | 1 point | 2 points |
| F | 0 - 69 | 0 points | 0 points |

* = Advanced Placement (AP) and Dual Enrollment courses are college level courses. The DeKalb County School District (DCSD) awards an extra quality point for these courses, except for a failing grade. This is for purposes of calculation of GPA as defined by the DCSD. The state university system, HOPE Scholarship Program, private colleges, private universities, out of state universities, other school districts, and private schools may calculate a student's GPA differently.

MONITORING GRADES

You can monitor your student's grades and attendance at anytime (24/7) via the Parent Portal link:

<https://www.dekalbschoolsga.org/infinite-campus/>

(If you need an activation key, please contact our school's registrar, Ms. Swift, at (678) 874-6706.

Marking/Grading periods are at 4.5 weeks, 9 weeks, 13.5 weeks and 18 weeks each semester.

End of Course Assessments /Georgia Milestones

The Georgia Department of Education requires students to take End of Course Assessments (EOCs) in certain core courses offered at Lakeside High School as part of the Georgia Milestones standardized testing program. The EOCs are required to count for 20% of the semester grade for that subject for the 2026-2027 school year. The tests are administered near the end of the semester a student takes the course. A student does not have to pass the EOC in order to pass the class. Passing an EOC does not mean a student passes the course. If a student fails an EOC course, they have to re-take the EOC for that course again, when they re-take the course.

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|----------------------------------|
| Literature/Composition II |
| Biology |
| Algebra Concepts and Connections |
| US History |

Course Types Offered at Lakeside High School

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| College Prep | The curriculum, instruction and experiences offered at this level are rigorous and expected to prepare the engaged student for multiple options, including college. |
| Accelerated/Gifted | Students have performance expectations that exceed that of College Prep. The student should be able to work with more rigorous and challenging content. |
| AP | Advanced Placement is college-level instruction. Students considering this level should perform consistently in the top of the class. |
| ESOL | Courses are offered for our English Language Learners in small group or sheltered classes and in a push-in setting, with language support in the regular classroom setting. |
| Exceptional Ed | Students are offered additional support in a small group setting, and in the general classroom with assistance. |



ENGLISH COURSE DESCRIPTIONS

| Course Code | Title of Course | Course Description | Levels Offered |
|-------------|-----------------|---|----------------|
| 23.03200 | Journalism I | This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copy writing, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing. | College Prep |
| 23.03300 | Journalism II | The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing. | College Prep |
| 23.03500 | Journalism III | This course is an extension of Journalism I and II; the students will enhance and hone the skills in journalistic writing, with a main focus in analysis of print and broadcast publications. An in-depth coverage of level-two topics will serve as the main premise. Students will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities. | College Prep |
| 23.03600 | Journalism IV | This course is designed for students who have mastered skills in Journalism III. The students will publish journalistic articles either in a school newspaper or in the local newspaper. Research and interviews will be required when formulating ideas for writing. The range of opportunities to apply skills will be increased. | College Prep |

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| 23.04600 | Speech & Debate I | This course is a detailed study of forensic speaking including extemporaneous speaking, oration, interpretation of literature, and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research, and delivery skills. Critical thinking is a major component of this course. | College Prep (10 th – 12 th grade only) |
| 23.05100 | American Literature/Composition | This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. | Accel/Gifted College Prep ESOL sheltered Co-Taught |
| 23.05300 | Advanced Placement Language/Composition | This course focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts | AP |

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| | | <p>from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board. (This literature module must be taught in the 11th grade and is recommended as a designated substitute for American Literature.)</p> | |
| 23.03800 | Advanced Placement (AP) Seminar, ELA | <p>AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses.</p> <p>AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice</p> | AP |

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| | | reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. | |
| 23.03700 | Advanced Placement (AP) Research, ELA (Elective Course credit only) | <p>AP Research, the second course in the AP Capstone™ experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest.</p> <p>Throughout the program, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Capstone program provides students with a framework that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives. Teachers should help students understand that this process is recursive, not linear. The recursive nature of this process allows students to go back and forth between the different stages of inquiry as they encounter new information.</p> <p>Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio.</p> <p>The course culminates in an academic paper of 4,000–5,000 words (accompanied by a</p> | AP |

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| | | performance, exhibit, or product where applicable) and a presentation with an oral defense. | |
| 23.06160 | Literature & Composition I | Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Literature & Composition I is a required (r) course for graduation starting in the 2025-26 school year. | Accelerated/Gifted College Prep ESOL sheltered Co-Taught Small Group |
| 23.06170 | Literature & Composition II | Literature & Composition II is the second course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition II focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Literature & Composition II is a required (r) course for graduation starting in the 2025-26 school year. Students in this course will take the End of Course Assessment. <i>Advanced Placement (AP) Seminar, ELA (23.03800) may be used as equivalent substitutions for Literature & Composition II.</i> | Accelerated/Gifted College Prep ESOL sheltered Small Group Co-Taught |

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| 23.06500 | Advanced Placement Literature/Composition | The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board. | AP |
| 23.06700 | Multicultural Literature | The course focuses on world literature and informational texts by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write argumentative, expository, narrative, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. This course must reflect the Georgia standards of excellence. | Accelerated/Gifted College Prep ESOL sheltered Co-Taught |
| 23.08300 | Basic Reading/Writing I | This course provides fundamental skills development in the five strands of the GPS courses: Reading and Literature, Reading Across the Curriculum, Writing, Conventions, and Listening, Speaking, and Viewing. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, | College Prep |

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| | | vocabulary development, reading opportunities, writing (according to the GPS literary and writing genres associated with students' English course), speaking, and critical thinking. | |
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Course Recommendations for English Literature and Composition Classes, 2026-2027

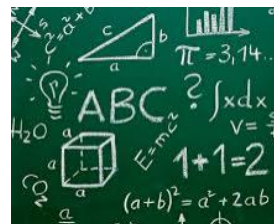
| Course | Recommended Prerequisite |
|---|---|
| Literature/Composition I Accelerated | Students should: <ul style="list-style-type: none"> • Have a Lexile reading level (via MAP scores) > 1150 • Be proficient in oral and written communication • Have a B average or better (current and previous year of English) • Have the ability to read independently • Be a self-motivated learner • Be willing to persevere with challenging content |
| Literature/Composition II Accelerated | Students should: <ul style="list-style-type: none"> • Have a Lexile reading level (via MAP scores) > 1200 • Be proficient in oral and written communication • Have a B average or better (current and previous year of English) • Have the ability to read independently • Be a self-motivated learner • Be willing to persevere with challenging content |
| 11 th Grade/American Literature Accelerated | Students should: <ul style="list-style-type: none"> • Have a Lexile reading level (via MAP scores) > 1290 • Be proficient in oral and written communication • Have a B average or better (current and previous year of English) • Have the ability to read independently • Be a self-motivated learner • Be willing to persevere with challenging content |
| 12 th Grade/Multicultural Literature Accelerated | Students should: <ul style="list-style-type: none"> • Have a Lexile reading level (via MAP scores) > 1290 • Be proficient in oral and written communication • Have a B average or better (current and previous year of English) • Have the ability to read independently • Be a self-motivated learner • Be willing to persevere with challenging content |
| AP Seminar | Students should: <ul style="list-style-type: none"> • Have a Lexile reading level (via MAP scores) > 1290 • Be proficient in oral and written communication • Have a B average or better (current and previous year of English) • Have the ability to read independently • Be a self-motivated learner • Be willing to persevere with challenging content |
| AP Research | Students should: <ul style="list-style-type: none"> • Have a Lexile reading level (via MAP scores) > 1290 • Be proficient in oral and written communication • Have a B average or better (current and previous year of English) • Have the ability to read independently • Be a self-motivated learner • Be willing to persevere with challenging content |
| AP Language | Students should: <ul style="list-style-type: none"> • Have a Lexile reading level (via MAP scores) > 1290 • Be proficient in oral and written communication • Have a B average or better (current and previous year of English) • Have the ability to read independently • Be a self-motivated learner • Be willing to persevere with challenging content |

AP Literature

Students should:

- **Have a Lexile reading level (via MAP scores) > 1290**
- *Be proficient in oral and written communication*
- *Have a B average or better (current and previous year of English)*
- *Have the ability to **read novels independently***
- *Be a self-motivated learner*
- *Be willing to persevere with challenging content*

MATHEMATICS COURSE DESCRIPTIONS



| Course Code | Title of Course | Course Descriptions | Levels Offered |
|-------------|--|--|---|
| 27.08110 | Algebra: Concepts and Connections | <p>Prerequisite: Grade 8 Mathematics.</p> <p>This course is the first course in a sequence of three high school courses designed to ensure career and college readiness. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. Students in this course will take the Algebra End of Course Assessment that will count for 20% of the semester grade.</p> | <p>College Prep</p> <p>Gifted</p> <p>ESOL sheltered</p> <p>Co-Taught</p> <p>Small Group</p> |
| 27.08120 | Co-Requisite Algebra Support for Algebra: Concepts and Connections | <p>This is a Co-Requisite support course for Algebra: Concepts and Connections. It must be taken in conjunction with Algebra: Concepts and Connections to provide students with the necessary intervention support in real time as they are working toward mastery of the grade-level standards.</p> | |
| 27.08210 | Geometry: Concepts and Connections | <p>Prerequisite: Algebra: Concepts & Connections.</p> <p>This course is designed as the second course in a three-course series. This course is intended to enhance students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial</p> | <p>College Prep</p> <p>Gifted</p> <p>ESOL Push-In</p> <p>Co-Taught</p> <p>Small Group</p> |

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| | | expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. | |
| 27.08220 | Co-Requisite Geometry Support for Geometry: Concepts and Connections | This is a Co-Requisite support course for Geometry: Concepts and Connections. It must be taken in conjunction with Geometry: Concepts and Connections to provide students with the necessary intervention support in real time as they are working toward mastery of the grade-level standards. | |
| 27.08310 | Advanced Algebra: Concepts and Connections | <p>Prerequisite: Geometry: Concepts & Connections.</p> <p>This course is designed as the third course in a three-course series. This course is intended to prepare students for fourth mathematics course options relevant to their postsecondary pursuits. Students will continue to enhance their data and statistical reasoning skills as they learn specific ways to collect, critique, analyze, and interpret data. Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will strengthen their geometric and spatial reasoning skills as they learn how to solve trigonometric equations using the unit circle. Students will further develop their functional and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, and rational expressions, equations, and functions to further understand the world around them.</p> | <p>College Prep</p> <p>Gifted</p> <p>ESOL Push-IN</p> <p>Co-Taught</p> <p>Small Group</p> |
| 27.09310 | Enhanced Advanced Algebra and AP Precalculus | <p>Prerequisite: Geometry: Concepts & Connections.</p> <p>Enhanced Advanced Algebra & Precalculus is a thoughtful blend of Advanced Algebra: Concepts & Connections and AP Precalculus. Students will be provided the opportunity to develop a deep understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry,</p> | <p>College Prep</p> <p>Gifted</p> |

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| | | geometric measurement, and conditional probability. Students should be self-motivated and be willing to persevere with challenging content. | |
| 27.08500 | Advanced Mathematical Decision Making | <p>Prerequisite: Advanced Algebra: Concepts & Connections</p> <p>Advanced Mathematical Decision Making (AMDM) is designed to follow the completion of Advanced Algebra (or the equivalent). The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions. (Note: May not prepare students for admission to the University System of Georgia institutions with selective admissions (such as the Georgia Institute of Technology and the University of Georgia) and are not appropriate for students planning to pursue a STEM major in college.)</p> | Co-Taught Small group |
| 27.08410 | Precalculus | <p>Prerequisite: Advanced Algebra: Concepts & Connections.</p> <p>Precalculus is a fourth-year math option for students who have completed Advanced Algebra (or the equivalent). The course provides students with the opportunity to develop a deeper understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities.</p> | College Prep Gifted |
| 27.07200 | Advanced Placement Calculus AB | <p>Prerequisite: AP Precalculus (preferred), Precalculus, or Enhanced Advanced Algebra and Precalculus: Concepts and Connections.</p> <p>Follows the College Board syllabus for the Advanced Placement Calculus AB Examination.</p> | AP |

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| | | Includes properties of functions and graphs, limits and continuity, differential, and integral calculus. Technology will be strongly emphasized throughout the course. Graphing calculator exercises and computer assisted learning will be incorporated into the course to help facilitate the student in learning the latest advancements in the subject matter. Students should be self-motivated and be willing to persevere with challenging content. | |
| 27.07300 | Advanced Placement Calculus BC | <p>Prerequisite: AP Precalculus (preferred), Precalculus, or Enhanced Advanced Algebra and Precalculus: Concepts and Connections.</p> <p>Conforms to College Board topics for the Advanced Placement Calculus BC Examination. Covers Advanced Placement Calculus AB topics and includes vector functions, parametric equations, conversions, parametrically defined curves, tangent lines, and sequence and series. Technology will be strongly emphasized throughout the course. Graphing calculator exercises and computer assisted learning will be incorporated into the course to help facilitate the student in learning the latest advancements in the subject matter. Students should be self-motivated and be willing to persevere with challenging content.</p> | AP |
| 27.07400 | Advanced Placement Statistics | <p>Prerequisite: Advanced Algebra: Concepts and Connections.</p> <p>Follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability, and statistical inference. Students should be self-motivated and be willing to persevere with challenging content.</p> | AP |
| 27.07410 | Advanced Placement Precalculus | <p>Prerequisite: Advanced Algebra: Concepts & Connections.</p> <p>Follows the College Board syllabus for the Advance Placement Precalculus Examination. This course covers the following topics: Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions involving Parameters, Vectors, and Matrices. Students should be self-motivated and be willing to persevere with challenging content.</p> | AP |



SCIENCE COURSE DESCRIPTIONS

| Course Code | Course Title | Course Description | |
|-------------|----------------------------|---|--|
| 26.0120000 | Biology | <p>The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Students in this course will take the Biology End of Course Assessment that will count for 20% of the semester grade.</p> <p>Accelerated/Gifted Biology differs from the General Biology course in the following ways:</p> <ul style="list-style-type: none"> • Pacing: Accelerated Biology moves at a faster pace, covering material more quickly and in greater depth. • Complexity: Assignments in the accelerated course are more challenging and require a deeper understanding of biological concepts. • Expectations: Students in the accelerated course must demonstrate strong organizational skills, a high level of independence, and a strong work ethic to succeed. • Labs & Assignments: Accelerated students often engage in more advanced labs and projects, with more stringent requirements compared to the general course. | <p>Accelerated/Gifted</p> <p>College prep</p> <p>ESOL sheltered</p> <p>Co-Taught</p> |
| 26.0140000 | Advanced Placement Biology | <p>This course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in</p> | AP |

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| | | high school chemistry. The course focuses on inquiry-based learning of essential concepts with the goal of developing inquiry and reasoning skills. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations, on the college level. | |
| 26.0611000 | Environmental Science | The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. It integrates the study of many components of our environment, including the human impact on our planet. A portion of instruction focuses on student data collection and analysis. | College Prep ESOL sheltered ESOL co-taught Co-Taught |
| 26.06200 | Advanced Placement Environmental Science | The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This course is designed to be the equivalent of a one semester college course. The course prerequisites are completion of two years of high school laboratory science—one year of life science and one year of physical science (physical science, physics or chemistry). Students should also have successfully completed at least one year of algebra. | AP |
| 26.0730000 | Human Anatomy/Physiology | The Human Anatomy & Physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. It is geared to the student who aspires to pursue a career in the <i>medical field or other healthcare-related field</i> . The curriculum assumes the student has mastered biology at a distinguished level. It integrates the study of the structures and functions of the human body. Although each human body system is studied, the way each system operates with the entire body to maintain homeostasis is the key emphasis. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, | College Prep |

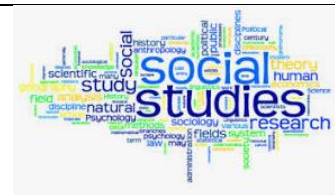
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| | | <p>growth and development. Basic chemistry will be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, healthcare and modern medical technology will be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) will be emphasized. Laboratory activities will be performed at regular intervals including at least two dissection labs. Human Anatomy & Physiology is a detailed course. The basic concepts of biology and physical science/chemistry are critical prerequisites for achievement of success in the course.</p> <p>Grade Level: 11th and 12th</p> <p>Prerequisites: Students must have passed <i>biology</i> and <i>physical science or chemistry</i>, ideally achieving at least a 90. Human Anatomy and Physiology is an elective and is only recommended for students who have met the science requirements for graduation.</p> | |
| 40.01100 | Physical Science | <p>The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.</p> | <p>College Prep</p> <p>ESOL co-taught</p> <p>Co-Taught</p> |
| 40.05100 | Chemistry | <p>Chemistry is a study of matter and the changes it undergoes. Students taking chemistry will learn about atomic structure and periodicity, chemical bonding and nomenclature, the concept of the mole and stoichiometry. Students will also learn about the interaction of matter and energy (thermochemistry), properties and concepts of solutions and properties and concepts of acids and bases. Accelerated chemistry will move more quickly and will go more in depth both conceptually and mathematically</p> | <p>Accelerated/Gifted</p> <p>College Prep</p> |

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| 40.05300 | Advanced Placement Chemistry | This course is designed to be an equivalent of a first college chemistry course. AP chemistry students will study topics related to the structure of matter on the microscopic level, chemical bonding, gas laws, kinetic molecular theory, intermolecular forces, chemical reactions, kinetics, thermodynamics, equilibrium and electrochemistry. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. A student considering taking AP Chemistry should have already taken and passed accelerated chemistry. This is a fast paced and rigorous course. Students will be expected to spend a minimum of one hour every night studying or completing work. | AP |
| 40.0710000 | Oceanography | This course introduces the students to the study of the ocean composition and structure, the dynamics of energy flow within the ocean system, and the impact of human interaction with the ocean systems. The basic concepts of physical, chemical, geologic and biological oceanography are addressed by discussions on marine mineral resources, ocean energy, living resources of the sea, marine pollution and ocean management. Students will acquire practical laboratory and field experiences through the reading of charts, making basic measurements of seawater chemistry, examination of coastal geology, wave and beach processes, and marine organisms and habitats. | College Prep |
| 40.0810000 | Physics | The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes topics such as motion, forces, interactions of matter and energy, collisions, light and sound waves, and electronic circuits. Students investigate physics concepts through hands-on lab experiences and learn how to use mathematical equations to explore the ways in which physical properties such as force, mass, and acceleration are connected. Physics is a good choice for students who have taken chemistry, feel comfortable with the basics of algebra and trigonometry, and enjoy learning how the universe works! | Accelerated/Gifted College Prep |
| 40.0831000 | Advanced Placement Physics 1 | Strongly Suggested Prerequisite: Advanced Algebra | AP |

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| | | <p>AP Physics 1 is a college-level physics course that introduces topics such as kinematics, dynamics, energy, momentum, simple harmonic motion, rotational motion, and fluids. Students develop critical thinking and reasoning skills through inquiry-based learning involving notetaking, laboratory investigations, algebraic manipulation of equations, and collaborative discussion. This year-long course covers the equivalent material of a Fall semester college physics course. This course is a good choice for students who are considering pursuing a STEM degree in college and enjoy using mathematics to better understand the world around them.</p> <p>***Please strongly consider taking standard Physics instead of AP if you are not comfortable using principles of advanced algebra such as solving systems of equations by substitution. This is a math-intensive course that moves at a fast pace.***</p> | |
| 40.09300 | Forensic Science | <p>This course is an interdisciplinary science elective that integrates biological concepts with criminal investigation techniques to explore the fascinating world of forensic science. Students will apply principles of biology, chemistry, and physics to analyze evidence and solve simulated crimes. Topics include crime scene analysis, DNA profiling, fingerprinting, blood spatter analysis, ballistics, toxicology, and the role of entomology in forensic investigations. Through hands-on labs, case studies, and collaborative projects, students will develop critical thinking, problem-solving, and analytical skills. This course emphasizes scientific inquiry, real-world applications, and ethical considerations in forensic science.</p> <p>Prerequisites: Must complete all required science prerequisites</p> <p>Grade Level: 11th–12th grade</p> | College Prep Co-Taught |

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| 20.4181000 | Food Science (FCS-FS) | 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. Careers will be explored. | College Prep |
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SOCIAL STUDIES COURSE DESCRIPTIONS



| Course Code | Course Name | Course Description | |
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| 45.01200 | Current Issues | This course is designed to provide students with the opportunity to discuss, understand, and explore local, national, international, political, economic, and social issues in a respectful, meaningful, and active way. At the same time, working to develop and improve students' high school skills to provide each student with tools and strategies needed to become emotionally, socially, and academically successful throughout their high school career and beyond. | College Prep ESOL sheltered ESOL co-taught Co-Taught |
| 45.01500 | Psychology | Investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders, and research methods used in the study of psychology. Integrates and reinforces social studies skills. (Paired with Sociology) | College Prep |
| 45.0160000 | Advanced Placement Psychology | AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. | AP |
| 45.03100 | Sociology | Investigates principles of sociology, the individual in groups, social institutions, social control, and the use of research methods to examine social problems. Integrates and reinforces social studies skills. (Paired with Psychology) | College Prep |
| 45.0520000 | Advanced Placement Government/Politics: United States | AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. (may substitute for 45.05700) | AP |
| 45.0570000 | American Government/Civics | An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system | College Prep |

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| | | of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation. | ESOL sheltered ESOL co-taught Co-Taught |
| 45.0610000 | Economics | Economics is an introductory course in the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics. | College Prep ESOL co-taught Co-Taught |
| 45.0630000 | Advanced Placement Microeconomics | AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. | AP |
| | AP African American Studies | AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. | AP |
| 45.07700 | Advanced Placement Human Geography | The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. | AP |
| 45.08100 | United States History | Examines the history of the United States beginning with the British settlement of North America. The course's focus is the development of the United States in the 20 th and 21 st centuries. The course includes topics related to Colonization through the Constitution; New | College Prep ESOL sheltered Co-Taught |

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| | | Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era. Students in this course will take the US History End of Course Assessment that will count for 20% of the semester grade. | |
| 45.08110 | Advanced Placement World History | AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. (May substitute for 45.08300) | AP |
| 45.08200 | Advanced Placement United States History | AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. | AP |
| 45.08300 | World History | A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21 st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World. | College Prep ESOL sheltered ESOL co-taught Co-Taught |



WORLD LANGUAGE COURSE DESCRIPTIONS

| Course Code | Course Title | Course Description | |
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| 60.0110000 | French I | Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures. | College Prep |
| 60.0120000 | French II | Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures. | Gifted College Prep |
| 60.0130000 | French III | Enhances Level Two skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of French-speaking cultures. | Gifted College Prep |
| 60.0140000 | French IV | Enhances Level Three skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities to develop a broader and more extensive understanding of French-speaking cultures. | College Prep |
| 60.0150000 | French V | Enhances Level III and IV skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of French-speaking cultures. | College Prep |

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| 60.01700 | Advanced Placement French/Language | Conforms to College Board topics for the Advanced Placement French Language Examination. Emphasizes using the language for active communication. Stresses the ability to understand French in various contexts, to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other nontechnical writing and to express oneself in speech and in writing coherently, fluently and accurately. | AP |
| 60.0710000 | Spanish I | Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures. | Accelerated Gifted College Prep Co-Taught |
| 60.0720000 | Spanish II | Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures. | Accelerated Gifted College Prep Co-Taught |
| 60.0730000 | Spanish III | Enhances Level II skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures. | Accelerated Gifted College Prep |
| 60.0740000 | Spanish IV | Prerequisite: Spanish III Enhances Level III skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures. | College Prep |
| 60.0750000 | Spanish V | Prerequisite: Spanish IV Enhances Level IV skills in Spanish and provides further opportunities to increase | College Prep |

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| | | listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures. | |
| 60.0770000 | Advanced Placement Spanish/Language | Conforms to College Board topics for the Advanced Placement Spanish Language Examination. Emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, to compose expository passages and to speak accurately and fluently. | AP |
| 60.0790000 | Spanish for Native Spanish Speakers 1 | Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and literate in Spanish. The recommended entrance requirement for the beginning level is at the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak at the Intermediate level prior to entering the course. This course will develop reading, writing, speaking, and listening skills. The student will also develop an awareness and understanding of Hispanic cultures, such as language variations, customs, geography and current events. | College Prep |
| 60.0791000 | Spanish for Native Spanish Speakers 2 | Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are somewhat functional (can comprehend spoken Spanish but speak haltingly and need improvement in reading and/or writing) to those who are more proficient and literate in Spanish. The recommended entrance requirement is at the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale and an Intermediate-Mid level of proficiency in reading, writing, and speaking. This course will continue to develop reading, writing, speaking and listening skills and will promote a deeper understanding of the Hispanic | College Prep |

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| | | cultures, such as language variations, customs, geography, history, and current events. | |
| 60.0792000 | Spanish for Native Spanish Speakers 3 | <p>Prerequisite: Spanish for Native Spanish Speakers 2</p> <p>Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are somewhat functional (can comprehend spoken Spanish but speak haltingly and need improvement in reading and/or writing) to those who are more proficient and literate in Spanish. The recommended entrance requirement is at the High level of proficiency in listening comprehension on the ACTFL scale and an Intermediate level of proficiency in reading, writing and speaking. This course will continue to develop reading, writing, speaking and listening skills and will promote a deeper understanding of the Hispanic cultures, such as language variations, customs, geography, history, and current events.</p> | College Prep |

SPECIAL EDUCATION COURSE DESCRIPTIONS



| Course Code | Course Name | Course Description | |
|-------------|-------------------|--|---------------------------------|
| 35.05100 | Social Skills I | This course addresses the social and emotional needs of students. Areas stressed are problems solving, peer relations, and conflict resolution. | Student must have an active IEP |
| 35.05200 | Social Skills II | This course expands on Social Skills I, to enhance communication skills, problem solving strategies, appropriate peer relations, and solving conflict resolutions. | Student must have an active IEP |
| 35.05300 | Social Skills III | This course expands on Social Skills II, to enhance communication skills, problem solving strategies, appropriate peer relations, and solving conflict resolutions. | Student must have an active IEP |
| 35.06100 | Study Skills I | Prerequisite(s): • IEP Required (must be listed on the services page) Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. | Student must have an active IEP |
| 35.06200 | Study Skills II | Prerequisite(s): • IEP Required (must be listed on the services page) • Study Skills I Study Skills II teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. | Student must have an active IEP |

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| 35.06300 | Study Skills III | Prerequisite(s): • IEP Required (must be listed on the services page) • Study Skills I • Study Skills II Study Skills III teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. | Student must have an active IEP |
| 35.06400 | Study Skills IV | Prerequisite(s): • IEP Required (must be listed on the services page) • Study Skills I • Study Skills II • Study Skills III Study Skills IV teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. | Student must have an active IEP |
| 32.04100 | Jobs for Georgia Graduates Work Ethics I | A specialized program for targeted youth, the classroom instruction includes life skills, training, remediation, career exploration, decision making and goal setting. During the summer months, summer school and special activities are planned for each student. | Student must have an active IEP |
| 32.04200 | Jobs for Georgia Graduates Work Ethics II | This is the second year of Jobs for Georgia. Classroom instruction includes detailed career planning, self-awareness, team building, remediation, job shadowing and career selection. | Student must have an active IEP |
| 32.04300 | Jobs for Georgia Graduates Work Ethics III | This is the third year of Jobs for Georgia. Instruction includes money management, values clarification, remediation, and social development. | Student must have an active IEP |



ENGLISH LANGUAGE LEARNERS (ELL) COURSE DESCRIPTIONS

| Course Code | Course Title | Course Description | |
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| 23.0610000E | Ninth Grade Literature and Composition ESOL | <p>Prerequisite(s): • student must be identified as ELL</p> <p>This class is <u>required</u> for all 9th grade ESOL-served students. It is delivered in a sheltered setting. All rising 9th grade ESOL students, regardless of tier, should be registered for this course. See above for description of course content.</p> | ESOL |
| 23.0620000E | Tenth Grade Literature and Composition ESOL | <p>Prerequisite(s): • student must be identified as ELL</p> <p>This class is <u>required</u> for all 10th grade ESOL-served students. It is delivered in a sheltered setting. All rising 10th grade ESOL students, regardless of tier, should be registered for this course. See above for description of course content.</p> | ESOL |
| 23.051000E | American Literature/Composition ESOL | <p>Prerequisite(s): • student must be identified as ELL</p> <p>This class is <u>required</u> for all 10th grade ESOL-served students. It is delivered in a sheltered setting. All rising 11th grade ESOL students, regardless of tier, should be registered for this course. See above for description of course content.</p> | ESOL |
| 23.067000E | Multicultural Literature ESOL | <p>Prerequisite(s): • student must be identified as ELL</p> <p>This class is <u>required</u> for all 10th grade ESOL-served students. It is delivered in a sheltered setting. All rising 12th grade ESOL students, regardless of tier, should be registered for this course. See above for description of course content.</p> | ESOL |
| 23.083000E | Basic Reading / Writing 9 ESOL | <p>Prerequisite(s): • student must be identified as ELL</p> <p>This course is only for ESOL-served students. Students should be signed up for this class if they are reading below grade level. Students at any ESOL tier may take this course. If students have difficulty with comprehension, fluency, pronunciation, or vocabulary, then this course may be right for them. Use data from language arts grades, ACCESS test literacy scores, or MAP reading scores as one way to decide. Also, teachers may use observational data: Think of students who lack confidence and/or motivation in reading/writing, who struggle with reading out loud, and/or who make better progress with one-on-one instruction. This</p> | ESOL |

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| | | is a good place for ESOL students who have been here all their lives or since elementary school and are still in ESOL because they can't/haven't passed the ACCESS test. (ACCESS Listening/Speaking scores may be high and the student still needs this class.) | |
| 23.0840000E | Basic Reading / Writing 10 ESOL | Prerequisite(s): • student must be identified as ELL This course is only for ESOL-served students. Students should be signed up for this class if they have completed Basic Reading/Writing 9 ESOL and are still reading below grade level. This class is most appropriate for tier A and B ESOL students. | ESOL |
| 23.0910000E | ESOL I | Prerequisite(s): • student must be identified as ELL This course is only for ESOL-served students. It is designed for students who are Entering (WIDA lvl 1) Tier A students. This course is aligned with the WIDA ELD Standards Framework and provides English support in the domains of reading, writing, speaking, and listening. | ESOL |
| 23.0920000E | ESOL II | Prerequisite(s): • student must be identified as ELL This course is only for ESOL-served students. It is designed for students who are Beginning (WIDA lvl 2) Tier A and Tier B students and is appropriate for students who have completed ESOL I. This course is aligned with the WIDA ELD Standards Framework and provides English support in the domains of reading, writing, speaking, and listening. | ESOL |
| 23.0930000E | ESOL III | Prerequisite(s): • student must be identified as ELL This course is only for ESOL-served students. It is designed for students who are Developing (WIDA lvl 3) Tier B students and is appropriate for students who have completed ESOL II. This course is aligned with the WIDA ELD Standards Framework and provides English support in the domains of reading, writing, speaking, and listening. | ESOL |
| 23.0940000E | ESOL IV | Prerequisite(s): • student must be identified as ELL This course is only for ESOL-served students. This course provides language support for mathematics. It is most appropriate for 9 th grade tier A students. | ESOL |
| 26.0611000E | Environmental Science ESOL | Prerequisite(s): • student must be identified as ELL All ESOL students in Tier A and emerging/beginning and developing Tier B students should be registered for this course. It is offered in both sheltered (tier A) and co-taught (tier B) settings. See above for description of course content. | ESOL |
| 26.0120000E | Biology ESOL | Prerequisite(s): • student must be identified as ELL | ESOL |

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| | | This course is for tier A and B students. It is offered in a sheltered setting. This class has an EOC test. See above for description of course content. | |
| 27.0971000E | Algebra: Concepts and Connections ESOL | Prerequisite(s): • student must be identified as ELL This course is for tier A and B students. It is offered in a sheltered setting. This class has an EOC test. See above for description of course content. | ESOL |
| 27.0972000E | Geometry: Concepts and Connections ESOL | Prerequisite(s): • student must be identified as ELL This course is for tier A and B students. It is offered in a co-taught setting. See above for description of course content. | ESOL |
| 27.0831000E | Advanced Algebra: Concepts and Connections ESOL | Prerequisite(s): • student must be identified as ELL This course is for tier A and B students. It is offered in a co-taught setting. See above for description of course content. | ESOL |
| 45.0711000E | Current issues ESOL | Prerequisite(s): • student must be identified as ELL This course is for tier A and B students. It is offered in both sheltered (tier A) and co-taught (tier B) settings. See above for description of course content. | ESOL |
| 45.0570000E | American Government/Civics ESOL | Prerequisite(s): • student must be identified as ELL This course is for tier A and B students. It is offered in both sheltered (tier A) and co-taught (tier B) settings. See above for description of course content. | ESOL |
| 45.0830000E | World History ESOL | Prerequisite(s): • student must be identified as ELL This course is for tier A and B students. It is offered in both sheltered (tier A) and co-taught (tier B) settings. See above for description of course content. | ESOL |
| 45.0810000E | US History ESOL | Prerequisite(s): • student must be identified as ELL This course is for tier A and B students. It is offered in a sheltered setting. See above for description of course content. | ESOL |
| 45.0610000E | Economics ESOL | Prerequisite(s): • student must be identified as ELL This course is for tier A and B students. It is offered in a co-taught setting. See above for description of course content. | ESOL |

Health/Physical Education Graduation Requirements

Health and Physical Education is a requirement for graduation.

Criteria to Exempt One Unit of Physical Education:

135 practice or activity hours beyond the school day will be required to exempt 1 Carnegie unit of physical education. Documentation is required.

65 practice or activity hours beyond the school day will be required to exempt 1/2 Carnegie of physical education. Documentation is required.

Activity hours will only be accepted for DeKalb County School District sponsored activities.

Students may exempt the additional physical education unit by participating in the following approved school-sponsored activities:

Approved Non-State Funded Activities

(*) Not offered at all schools

Marching Band

Baseball

Basketball

Cheerleading

Cross Country

Dance Teams*

Drill Teams*

Flag Squad*

Football

Golf

Gymnastics

Ice Hockey*

Lacrosse

Majorettes

Performance Theatre*

Pep Squad*

Soccer

**Softball
Step Team*
Swim/Dive
Tennis
Track
Ultimate Frisbee*
Volleyball
Wrestling**

Note: Performance Theater only applies to students that attend the following schools: DeKalb School of the Arts, DeKalb Early College Academy and Elizabeth Andrews High School. These schools do not offer an athletics program. Therefore, these are the only students that will be eligible to meet the graduation requirement by successfully completing the Performance Theater course.

Approved State Funded Courses

JROTC

Dance

Approved State Funded Courses

- **JROTC**
- **Dance**

HEALTH/PHYSICAL ED. COURSE DESCRIPTIONS



| Course Code | Course Title | Course Description | |
|-------------|---------------------------------|---|--|
| 17.0110000 | Health | Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. | |
| 36.01100 | Physical Education | Prerequisite: Must have taken and passed Personal Fitness 9 Focuses on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Provides basic methods to attain a healthy and active lifestyle. | |
| 36.0210000 | Introductory Team Sports | Prerequisite: Must have taken and passed Personal Fitness 9 Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football. | |
| 36.0240000 | Introductory Aquatics | Prerequisite: Must have taken and passed Personal Fitness 9 Introduces basic swimming and safety skills; includes water games and sports. | |
| 36.027 | Introductory Recreational Games | Prerequisite: Must have taken and passed Personal Fitness 9 Introduces recreational games suitable for lifetime leisure activities; may include table tennis, shuffleboard, frisbee, deck tennis, new games, horseshoes, darts and croquet. Emphasizes the rules of each game and the skills necessary to play. | |
| 36.03100 | Intermediate Team Sports | Prerequisite: Must have taken and passed Personal Fitness 9 Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football. | |

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| 36.0340000 | Intermediate Aquatics | Prerequisite: Must have taken and passed Personal Fitness 9 Enhances basic swimming and safety skills; includes water games and sports. | |
| 36.04100 | Advanced Team Sports | Prerequisite: Must have taken and passed Personal Fitness 9 Provides opportunities to officiate and to enhance skills in team sports strategies. | |
| 36.0440000 | Advanced Aquatics | Prerequisite: Must have taken and passed Personal Fitness 9 and have Instructor Approval Provides opportunities to practice a variety of swimming strokes, to improve endurance and versatility in the water and to refine skills. | |
| 36.0510000 | Personal Fitness 9 | NOTE: Must pass prior to taking non-required physical education classes. Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness. | |
| 36.0520000 | Physical Conditioning | Prerequisite: Must have taken and passed Personal Fitness 9 Provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits. | |
| 36.0540000 | Weight Training | Prerequisite: Must have taken and passed Personal Fitness 9 Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits. | |
| 36.062 | Advanced Physical Conditioning | Prerequisite: Must have taken and passed Personal Fitness 9 and Physical Conditioning Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies. | |

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| 36.06400 | Advanced Weight Training | <p>Prerequisite: Must have taken and passed Personal Fitness 9 and Weight Training</p> <p>Advanced weight training with emphasis on individualized weight programs; enhances proper alignment, form and techniques. Students will learn how to develop a personal goal-driven individual training program.</p> | |
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Elective Pathways

Students have to complete an elective pathway to fulfill graduation requirements by taking 3 units of an elective in the same area. The following elective pathways are offered at Lakeside High School:

- Air Force ROTC Courses Pathway (Aerospace Science I, Aerospace Science Survival, Aerospace Science Cultural Studies and Aerospace Science Corps Management)
- Art: 3 Art Courses Pathway (Visual Arts, Drawing I & 2, Sculpture 1 & 2, Painting 1 & 2, Photography I, 2, & 3, AP Drawing, AP 2-D, AP 3-D, and AP Art History are offered)
- Audio & Video Tech/Film Pathway (Audio & Video Tech I/Film I, Audio & Video II Tech/Film II and Audio Video Tech/Film III, Broadcasting & Video Production)
- Band: 3 Band Courses Pathway (Beginning Band I-IV, Intermediate Band I-IV, Advanced Band I-IV and Mastery Band I-IV are offered)
- Business Accounting Courses Pathway (Intro to Business Technology, Business Technology and Financial Literacy)
- Chorus: 4 Chorus Courses Pathway (Intermediate Mixed Chorus I-V, Advanced Women's Chorus I-IV, Advanced Mixed Chorus I-IV, Mastery Mixed Chorus I-IV are offered)
- General Music Pathway (Music Appreciation, Guitar I, Guitar II and A.P. Music Theory are offered)
- Drama Courses Pathway (Fundamentals of Theater I-IV, Technical Theater I-IV, Musical Theater I-IV are offered)
- Computer Science Courses Pathway (Introduction to Digital Technology, AP Computer Science Principles, and AP Computer Science are offered)

- Culinary Arts Courses Pathway (Intro to Culinary Arts, Culinary Arts I and Culinary Arts II)
- Early Childhood Care and Education (Early Childhood Education I, Early Childhood Education II and Early Childhood Education III)
- Engineering and Technology Education Courses Pathway (Foundations of Engineering, Engineering Concepts and Engineering Applications, Survey of Engineering Graphics {Robotics} Screening Process Req'd)
- Humanities 3 elective courses in English Language Arts or Social Studies beyond the specific courses required to meet graduation requirements in those areas
- Marketing and Management Courses Pathway (Marketing Principles, Marketing and Entrepreneurship)
- Orchestra Courses Pathway (Orchestra I, Orchestra II and Orchestra III)
- Teaching as a Profession Course Pathway (Examining the Teaching Profession)
- World Languages – 3 electives in the same World Language beyond those needed to satisfy the World Language graduation for the diploma of the student.

Journalism

The Journalism pathway is responsible for the production of the yearbook and school newspaper. Students should complete an application for the pathway.

- Journalism I
- Journalism II
- Journalism III
- Journalism IV

Fine Arts Course Descriptions and Offerings for the 2023-2024 School Year

| Course Code | Course Title | Course Description | Pre-requisites |
|-------------|---------------|---|-------------------------|
| 50.0211000 | Visual Arts I | Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores major artworks for historical and cultural significance. | none |
| 50.0311000 | Drawing I | This course builds on Visual Arts and introduces students to new techniques and materials in drawing. Students will explore a variety of media and expand their understanding of drawing throughout history and in contemporary art. Students will use sketchbooks as a tool for practicing techniques and for self-expression. The goal of this course is for students to become proficient in observational drawing so that they can draw from imagination. | Visual Arts |
| 50.0312000 | Drawing II | Enhances level one skills in technique and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and other artists. | Visual Arts & Drawing I |
| 50.0321000 | Painting I | Explores a variety of techniques and a wide range of painting media; emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures. | Visual Arts & Drawing I |

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| 50.03220 | Painting II | Enhances level one painting skills and offers opportunities to apply painting techniques in a variety of media. Emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style. | Visual Arts, Drawing I & Painting I |
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| 50.0611000 | Sculpture I | Introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture throughout the world. Includes additive, subtractive and modeling methods; explores traditional and nontraditional materials for sculpted works. | Visual Arts |
| 50.0612000 | Sculpture II | Enhances level one skills and explores the design and production of relief sculpture and sculpture in-the-round. Emphasizes the historical origins and functions of sculpture throughout the world. Includes additive, subtractive and modeling methods; explores traditional and nontraditional materials for sculpted works. | Visual Arts & Sculpture I |
| 50.0711000 | Photography I | Introduces photography as an art form; covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs; introduces 35mm photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment. | Visual Arts |

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| 50.0712000 | Photography II | Enhances level one skills and provides opportunities to apply photographic design methods. Introduces enlarging negatives and stresses composing and processing techniques using a 35mm camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques and safe use of photographic materials and equipment and darkroom techniques. Continues to explore photography and photographers for historical and critical appraisal. | Visual Arts & Photo I |
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| 50.0811000 | Advanced Placement Studio: Drawing | Conforms to College Board topics for the Advanced Placement Studio Art and Design Drawing Portfolio Examination. Students will investigate materials, processes, and ideas through practice, experimentation, and revision to create original artwork. Students can submit a portfolio of their work to the College Board in May for their AP Art and Design exam. AP Drawing students will demonstrate drawing skills through painting, drawing, sequential art, printmaking, illustration, animation, fibers, and others. | Visual Arts; either Drawing I, or Photo I; one additional upper-level visual arts course; teacher recommendation |
| 50.0813000 | Advanced Placement Studio: 2D Design | Conforms to College Board topics for the Advanced Placement Art and Design 2D Portfolio Examination. Students will investigate materials, processes, and ideas through practice, experimentation, and revision to create original artwork. Students can submit a portfolio of their work to the College Board in May for their AP Art and Design exam. AP 2D students will demonstrate skills through graphic design, sequential art, photography, collage, printmaking, illustration, industrial design, animation, game design, painting, fibers, and others. | Visual Arts; either Drawing I, Sculpture I, or Photo I; one additional upper-level visual arts course; teacher recommendation |

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| 50.08140 | Advanced Placement Studio: 3D Design Portfolio | Conforms to College Board topics for the Advanced Placement Art and Design 3D Portfolio Examination. Students will investigate materials, processes, and ideas through practice, experimentation, and revision to create original artwork. Students can submit a portfolio of their work to the College Board in May for their AP Art and Design exam. AP 3D students will demonstrate skills through sculpture, architecture, jewelry, fashion and apparel design, bookmaking, game design, interior design, fibers, and others. | Visual Arts, Sculpture I, Sculpture 2; teacher recommendation |
| 50.09210 | AP Art History | Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. AP Art History is the equivalent of a two-semester introductory college or university art history survey course. | 10 th , 11 th and 12 th graders who are interested and are prepared to take a college level course. Those who have been or are being successful (B or better) in World History and World Literature are encouraged. |
| 52.0210000 | Drama I | This course will explore the many aspects of drama, and its history in our world culture. Units will focus on acting, writing, and the professions closely associated with television, film and theatre, the mediums for drama. Students will analyze and critique theatrical experiences, dramatic literature, film and electronic media. Students will also develop scripts through improvisation and constructive storytelling methods. Students, through acting, will develop skills in communication, empathy and sociology. Emphasis will be placed on exploring the potential career paths in the field. | none |
| 52.0220000 | Drama II | The Advanced Theatre classes are for the student who has a sincere interest in continuing to grow as a theatre artist. Since this course goes into far more detail than the beginning acting class, more will be expected from the students. This class will expand students' knowledge and experience in performing before an audience. | Drama I |

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| 52.0230000 | Drama III | Focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is on both individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge. | Drama II |
| 52.0240000 | Drama IV | Enhances level-three skills by producing and writing plays for presentation; explores the playwright's role. Provides opportunities for practical application. | Drama III |
| 52.03100 | Theatre Arts/Musical Theater I | Introduces the style and characteristic elements of musical theater. Explores the mechanics of production, staging, voice, and dance. Explores the career opportunities available in musical theatre and offers opportunities for performances. | None (no freshmen) |
| 52.03200 | Theatre Arts/Musical Theater II | Enhances level-one skills with a focus on production and provides opportunities for performance. | Musical Theatre I |
| 52.03300 | Theatre Arts/Musical Theater III | Enhances level-one skills with a focus on production and provides opportunities for performance. | Musical Theatre II |

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| 54.0410000 | Technical Theatre I | A hands-on introduction to the understanding, designing, crafting and execution of theatrical productions. Our objective is to learn the basics of theatre terminology and to obtain the hands-on skills to properly execute the basic theatre production. You will come from this course a better problem solver, carpenter, sewer, sound engineer, designer and leader. Tech Theatre I will introduce the first-year technician to the areas of stagecraft and | none |
| 52.0420000 | Technical Theatre II | Enhances level-one skills and introduces aspects of student design, creation of lighting, sound, properties, costumes, and make-up design while offering opportunities to apply skills in these areas. You will build, paint, climb ladders, lift things and handle power tools in this class. The theatre elements to which you will be introduced will include, but are not limited to: Stage elements / Stage properties / Crews/Assignments / Theatre appreciation / Costumes / Makeup / Lights/Sound / Set Construction / Stage Management / Scene Painting / Tools/Equipment | Technical Theatre I |

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| 53.0140000 | Music Appreciation | Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music. | none |
| 53.0230000 | Advanced Placement Music Theory | Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding. | 2 years of ensemble or private music lessons |
| 53.036300 | Beginning Band III (Grades 9-12) | Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production. May include analysis, historical and cultural influences, improvisation, and appreciation of music. Organizes objectives for self-paced progress. Stresses individual progress and group experiences. Students will learn music literacy and try each | Open to students of all grades, preferable students have played an instrument before and have had a break, even if it was one year of elementary, however students new |

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| | | instrument before selecting one. | to band are welcome. |
| 53.0373000 | Intermediate Band III | <p>Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument.</p> <p>Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills.</p> <p>Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.</p> | Open to entering freshmen who have completed middle school band or the beginning band class. |
| 53.0383000 | Advanced Band III | <p>Enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences as well as production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.</p> | Open to students who have cleared Intermediate Band (10 th and 11 th graders mostly, and some freshmen who have placed in the All-State Band may be recommended for this class by the teacher |

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| 53.039300 | Mastery Band III | Enhances level-two master skills in music reading and performance techniques. Students are expected to consistently demonstrate mastery level sight-reading skills and respond to expression markings in the musical score. Compositional and improvisational techniques of mastery band ensembles are explored, and a variety of standard mastery band ensemble literature of various historical and contemporary styles and genres is performed at the mastery level. | Our top ensemble. No freshmen are allowed in this class, and it is only for the most accomplished players in the program. |
| 53.0763001 | Advanced Instrumental Ensemble III | This course offers smaller ensemble experience for instrumentalists. Emphasis is placed on the performance style and literature of the instrumental chamber group medium. Ensembles may include jazz, brass, woodwind, percussion, and strings. Performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation are covered in ensemble courses. | Percussion Class. Students must have completed Beginning Band or 8 th grade Band to qualify. New percussionists must take Beginning Band first. |
| 53.0574000 | Intermediate Orchestra IV | Provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. | 2 years of middle school orchestra experience or by audition |

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| 53.0584000 | Advanced Orchestra IV | Provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. | 2 years of middle school orchestra experience or by audition |
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| 53.059400 | Mastery Orchestra IV | This course is for the most advanced string instrument students. Continued emphasis is placed on the standard orchestra repertoire, advanced techniques, independence and confidence in performance situations, and thorough understanding of the theoretical and historical basis for the music performed. | 2 years of middle school orchestra experience or by audition |
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| 53.0841000 | Beginning Guitar | Introduces basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting. | None. 9 th Grade only |
| 53.0842000 | Beginning Guitar Techniques II | This course is designed to be a beginning guitar course in which students perform, respond, create, and connect to music through the guitar. music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. | None (10th, 11th, and 12th grades) |

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| 54.022300 | Intermediate Chorus III (Grades 9-12) | Enhances level-two skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | none |
| 54.0223000 | Advanced Mixed Chorus III (Grades 10-12) | Enhances level-two skills and provides advanced level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. | Teacher recommendation or by audition |

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| 54.023700 | Mastery Mixed Chorus III (Grades 10-12) | Enhances level-two skills and provides further opportunities for mastery-level performers to increase performance skills and knowledge in choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music, and music appreciation. Stresses self-paced progress and a variety of group experiences. | Teacher recommendation or by audition |
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CAREER TECHNOLOGY COURSE DESCRIPTIONS



| Course Code | Course Title | Course Description | |
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| 07.4413000 | Intro to Business Technology | <p>Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career business management and administration 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.</p> <p>The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the</p> | |

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| | | employability skills standards and content standards for this course. | |
| 07.421100 | Financial Literacy | This course is specifically designed for high school students to understand the importance of the financial world, including planning, and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds, and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and 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. 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. | |
| 08.474 | Marketing Principles | Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course. | |
| 08.44100 | Marketing and Entrepreneurship | Marketing and Entrepreneurship is the second course in the Marketing and Management Career Pathway. Marketing and 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 | |

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| | | these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful. DECA Career and Technical Student Organization competitive events that are directly aligned with course standards. | |
| 08.44200 | Marketing Management | 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 includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries. DECA Career and Technical Student Organization competitive events that are directly aligned with course standards. | |
| 10.5181000 | Audio-Video Technology and Film I | This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses. | |
| 10.5191000 | Audio-Video Technology and Film II | Prerequisite: Audio and Video Technology and Film I This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment | |

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| | | Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. | |
| 10.5201000 | Audio-Video Technology and Film III | <p>Prerequisite: Audio and Video Technology and Film II</p> <p>This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.</p> | |
| 10.51410 | Broadcast/Video Production Applications (ACCT-BVPA) | <p>Prerequisite: Instructor approval of digital portfolio (as needed for satisfactory completion of BVP 3) required prior to registration for this course.</p> <p>Broadcast/Video Production Applications is the fourth course in the BVP pathway and is designed to assist students in mastering skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Topics include advanced camcorder techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume, references, and production samples. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program</p> | |

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| 11.4460000 | Introduction to Software Technology | Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development 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 programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks. | |
| 11.4510000 | Digital Design | 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. | |
| 11.4520000 | Web Design | Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site. | |
| 11.0190000 | Advanced Placement, Computer Science Principles | Conforms to the College Board syllabus for the Advanced Placement Computer Science Principles Examination. AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world. Prerequisite: Course meets fourth science requirement or fourth mathematics or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses. | AP |
| 11.0160000 | Advanced Placement, Computer Science | Course meets fourth science requirement or fourth mathematics or world language requirement; Two computer science courses from the same pathway | AP |

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| | | <p>will satisfy two years of sequenced foreign language courses. Conforms to the College Board syllabus for the Advanced Placement Computer Science Examination. Covers programming methodology, features of programming languages, fundamental data structures, algorithms, and computer systems.</p> <p>Prerequisite: Course meets fourth science requirement or fourth mathematics or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses.</p> | |
| 20.4181000 | <p>Food Science (HUM-FS)</p> <p>Course meets fourth science requirement</p> | <p>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. Careers will be explored.</p> | |
| 20.52810000 | <p>Early Childhood Education I</p> | <p>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.</p> | |
| 20.4240000 | <p>Early Childhood Education II</p> | <p>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 organizations will provide students with a competitive edge for either entry into the education</p> | |

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| | | global marketplace and/or the post-secondary institution of their choice when continuing their education and training. | |
| 20.42500 | Early Childhood Education III | Early Childhood Education III is the third course in the Early Childhood Care and Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Internship. 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. | |
| 20.5310000 | Introduction to Culinary Arts (FCS-ICA) | Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts. | |
| 20.5321000 | Culinary Arts I (HOSP-CAI) | As the second course in the Culinary Arts Career Pathway, the prerequisite for this course is 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 fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts. | |
| 20.5331000 | Culinary Arts II (HOSP-CAII) | As the third course in the Culinary Arts Pathway, the prerequisite for this course is 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 | |

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| | | of the classic fundamentals in the commercial kitchen. | |
| 21.4250000 | Foundations of Engineering and Technology (STEM-FET) | Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation. | |
| 21.4710000 | Engineering Concepts (STEM – EC) | Engineering Concepts is second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design and apply engineering tools and procedures as they complete hands-on instructional activities. | |
| 21.4720000 | Engineering Applications (STEM-EA) | Engineering Applications is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawings and prototypes. | |
| 48.542 | Survey of Engineering Graphics | Engineering Concepts and Drawings is a one-credit course designed to further the development of student knowledge and skills in the Engineering Graphics & Design Pathway. Students learn to illustrate more complex objects using the Computer-Aided Drafting (CAD) system and develop skills in dimensioning, tolerancing, pictorials, sections, auxiliary views, and intersection and developments. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. 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. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Drafter Certification Examination from the ADDA. Competencies for the co-curricular student organization, TSA, are integral components of both | |

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| | | the core employability skills standards and the technical skills standards. TSA activities should be incorporated throughout instructional strategies developed for the course. (*Robotics – Screening required) | |
| 28.0110000 | JROTC Air Force I: Aerospace Science 100 | This is the recommended first AS course for all new cadets. It is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials. Many of the 72 hours dedicated to leadership studies relate directly to the academic subject matter. The LE-100 textbook introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship. | |
| 28.012000 | JROTC Air Force II: Aerospace Science 200 | The second year is a science course designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind. The portion on the Human Requirements of Flight is a survey course on human physiology. Discussed here are the human circulatory system, the effects of acceleration and deceleration, and protective equipment. Leadership | |

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| | | Education 200 hours stress communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. | |
| 28.01910 | JROTC Air Force II: Aerospace Science: Science of Flight 200 Course meets fourth science requirement. | Georgia Standards of Excellence are designed to continue the student investigations of the sciences that began in grades K-8 and provide students the necessary skills to be proficient in Aerospace Science. These standards include more abstract concepts such as principles and physics of flight, aircraft motion and control, flight propulsion, meteorology, weather elements affecting atmospheric flight, aviation weather forecasting, human flight physiology, navigation elements, navigation planning, flight instrumentation and navigation technology. Students investigate aerospace science concepts through experiences in laboratories and field work using the science and engineering practices of asking questions and defining problems, developing, and using models, planning, and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. | |
| 28.0140000 | JROTC Air Force III: Aerospace Leadership: 300 | Leadership 300 focuses on the Air Force Junior Reserve Officer Training Corp (AFJROTC) mission of “building better citizens for America.” This is accomplished through excellence in citizenship, and through teaching the values of community service, responsibility, character, and self-discipline. The course is designed to equip students with essential life skills, focusing on educational and career paths. The underlying theme of the course emphasizes that responsibility in life skills supports good citizenship. Mid-Continent Research for Education and Learning (McREL) Correlated to McREL Standards for Life Work, Self-Regulation, Thinking and Reasoning, Working with Others, Behavioral Studies, and Language Arts. | |
| 28.01600 | JROTC Air Force IV: | Leadership IV, Life Skills and Career Opportunities discusses principles of management. It includes | |

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| | Aerospace Leadership: 400 | definitions and histories of the discipline, conflict management, negotiation, and mentoring. It covers management techniques including principles and functions of management; management decisions involving conflict management, personal coping mechanisms, skills, roles, performance of management, and delegation; management functions of problem solving, decision making, negotiation, and mentoring, and managing one's self and others by managing self- development, time, and information. | |
| 70.0210001 | Internship | This course is for senior level students who have an interest in school operations, governance, and support, and wish to serve in an immersed internship capacity outside of the classroom. | |