NORTHSIDE HIGH SCHOOL

2026-2027

COURSE SELECTION GUIDE

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ACADEMIC CALENDAR

July 2026

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-24 Summer Break
6 Independence Day Observed
27-31 Teacher Planning/Staff Development Days

August 2026

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 1st Day of School/1st Semester Begins

September 2026

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2 Progress Reports
7 Labor Day
24 Virtual Day
25 Teacher Planning/Staff Development Day

October 2026

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

6 End of Nine Weeks
9-12 Fall Break
13 Report Cards

November 2026

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 Progress Reports
11 Veterans Day
23-27 Thanksgiving Break

December 2026

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 1st Semester Grading Period Ends
21-31 Winter Break

January 2027

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Winter Break
4 Teacher Planning/Staff Development Day
5 2nd Semester Begins
6 Report Cards
18 Martin Luther King, Jr. Day

February 2027

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

5 Progress Reports
11 Teacher Planning/Staff Development Day
12-15 Mid-Winter Break

March 2027

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 End of 3rd Nine Weeks
17 Report Cards

April 2027

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5-9 Spring Break
21 Progress Reports

May 2027

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

??? Graduation
21 Last Day/Report Cards (Elementary)
24-25 Teacher Post Planning
25 Report Cards (Secondary)
26-31 Summer Break
31 Memorial Day

June 2027

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1-30 Summer Break

MUSCOGEE COUNTY SCHOOL DISTRICT
COLUMBUS, GA

2026-27
School Year Calendar

- Student/Teacher Holiday
- Semester Start Dates
- Teacher Planning/Staff Development/Student Holiday
- Virtual Day
- Last Day for Students

ADMINISTRATION

Principal	**Mr. Nathan Laney** Laney.Nathan.E@muscogee.k12.ga.us
Assistant Principal	**Mr. Isiah Harper** Harper.Isiah.M@muscogee.k12.ga.us
Assistant Principal	**Mrs. Sheryl Green** Green.Sheryl.K@muscogee.k12.ga.us
Assistant Principal	**Mrs. Chelsie Rogers** Rogers.Chelsie.R@muscogee.k12.ga.us
Athletic Director	**Mr. Morgan Ingram** Ingram.Patrick.M@muscogee.k12.ga.us

COUNSELING DEPARTMENT

Hours of Operation:
Monday – Friday 8:05 a.m. - 4:00 p.m. (Lunch: 12:30 p.m. - 1:00 p.m.)

Phone: 706-748-2935

The efforts of the Counseling Department are directed toward encouraging Northside students to develop self-knowledge and self-discipline and to define and attain their educational and vocational goals to the highest degree consistent with their abilities. Northside's multifaceted approach with counselors, advisors, and classroom teachers providing information and guidance plays an important role in the total educational process. Parents, students, and faculty are invited to make use of this service. Students and parents are encouraged to seek assistance from the guidance department for scholarship information, financial aid, college applications, problems in the classroom or academic advice. Parents should contact the guidance department 48 hours in advance to schedule conferences with teachers or staff. Parent teacher conferences are available for schedule from 8:05-8:35 AM Monday-Friday.

Counseling Lead (Last Names A-Go)	**Mrs. Teresa Dean** Dean.Teresa.R@muscogee.k12.ga.us
School Counselor (Last Names Gr-O)	**Mrs. Auburn Randolph** Randolph.Auburn.J@muscogee.k12.ga.us
School Counselor (Last Names P-Z)	**Mrs. Nicole Rolison** Rolison.Nicole.H@muscogee.k12.ga.us
School Counselor (Dual Enrollment)	**Mrs. Ashley Redondo** Redondo.Ashley.N@muscogee.k12.ga.us

DEPARTMENT CHAIRPERSONS

Career Ed./Technology	**Mrs. Marlena Killingsworth** Killingsworth.Marlena.M@muscogee.k12.ga.us
English	**Mrs. Christie Akers** Akers.Angela.C@muscogee.k12.ga.us
Fine Arts	**Mrs. Katie Black** Black.Katharine.J@muscogee.k12.ga.us
Foreign Language	**Mr. Chris Calle** Calle.Christian.E@muscogee.k12.ga.us
Magnet Coordinator	**Mrs. Denise Fuller** Fuller.Denise.M@muscogee.k12.ga.us
Math	**Mrs. Leslie Coope**r Cooper.Leslie.H@muscogee.k12.ga.us
Physical Education	**Mrs. Tish Hidle** Hidle.Patricia.K@muscogee.k12.ga.us
Science	**Mrs. Melissa Seckinger** Seckinger.Melissa.M@muscogee.k12.ga.us
Social Studies/Science	**Mrs. Carol Walker** Walker.Carol.V@muscogee.k12.ga.us
Special Education	**Mrs. Lindsay Johnson** Johnson.Lindsay.D@muscogee.k12.ga.us

INTRODUCTION

Northside High School is a relatively new and vibrant public high school located in Columbus, Georgia, serving students in grades nine through twelve as a part of the Muscogee County School District. Established in 2002, Northside High offers a comprehensive curriculum that includes Advanced Placement courses, magnet programs, dual enrollment options, and a variety of extracurricular opportunities aimed at preparing students for college and careers. Under the leadership of Principal Nathan Laney, the school prides itself on a mission to inspire and equip all students to achieve unlimited potential. With a student-teacher ratio near 16:1, vibrant athletic programs, and growing recognition for academic excellence, Northside High aims to be a place where students are known, valued, and encouraged to excel.

MAGNET PROGRAM REQUIREMENTS

Magnet Program Coordinator
Mrs. Denise Fuller
Fuller.Denise.M@muscogee.k12.ga.us

NHS offers two different magnet course options, Biotechnology, and Engineering. These classes are introduced during each student's sophomore year and gives them the opportunity to see if they want to pursue this field after graduation.

BIOTECHNOLOGY
Students will explore the concepts of human medicine and be introduced to topics such as physiology, genetics, microbiology, and public health. They will follow a three-year sequence of classes beginning in their sophomore year in small group settings of fewer than 24 students.

ENGINEERING
Students will explore the concepts of engineering, science, math, and technology through a project-based, hands-on approach to solving complex, open-ended problems in a real-world context. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation.

https://sites.muscogee.k12.ga.us/northside/engineering-magnet/

ADVANCED PLACEMENT (AP) PROGRAM

AP Program Coordinator
Mrs. Chelsie Rogers
Rogers.Chelsie.R@muscogee.k12.ga.us

Advanced Placement (AP) courses give students a head start on college while still in the supportive environment of a high school classroom. Advanced Placement courses provide in-depth study in a number of subjects and preparation for national tests administered by the College Board, which are given in May of each year. These examinations are scored on a scale of one to five, with five being the highest score. Upon entering college, many students who perform well on the Advanced Placement exams will receive college credit and/or advanced placement in college course work. Each college determines their own Advanced Placement policy and will specify the score on each exam necessary for credit or advanced standing. Taking the end-of-course AP Exam sends a powerful message to colleges and universities that a student is serious about academics. All entering freshmen will be required to complete one Advanced Placement course, in addition to AP World History, in order to graduate from the Columbus High Liberal Arts College Preparatory Magnet.

Advanced Placement (AP) opportunities begin in the 9th grade. Northside High School offers 25 Advanced Placement courses and administers AP exams according to a national schedule in May of each year.

These courses include:

AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science Principles
AP English Language & Composition
AP English Literature & Composition
Enh. Adv. Alg/AP Pre-Calculus
AP Environmental Science
AP Government and Politics
AP Human Geography
AP Macroeconomics
AP Music Theory
AP Physics
AP Psychology
AP Spanish Language
AP Statistics
AP Studio Art Drawing
AP Studio Art 2-D Design
AP Studio Art 3-D Design
AP United States History
AP World History
AP Capstone Seminar - ELA
AP Capstone Research - ELA

CollegeBoard provides a website to search for colleges and universities that offer credit for AP courses.
http://apstudent.collegeboard.org/creditandplacement/search-credit-policies

AP and Honors Expectations and Guidelines

NHS supports any student who wants to accept the challenges of an advanced class. However, the opportunity to be in an Honors or Advanced Placement class carries with it certain assumptions about the capabilities and maturity of students who will be doing advanced or college level work. Students are expected to take these courses to gain a deeper understanding of the material, and NOT to solely bump their GPA.

Students and parents should be very sensitive to the demanding nature of Advanced Placement courses. There is great emphasis on self-motivation, study skills, and the ability to self-direct his/her own learning. Reading expectations for the classes are extensive. Students will be involved in college level activities, particularly in the areas of writing skills and test taking.

Students are expected:

1. To be independent learners, willing to read, learn, ask questions, pursue outside reading and research, integrate and discuss material from diverse sources.
2. To spend, on average, approximately five hours per week for each Honors/AP class outside of class time.
3. To accept that enrollment in an Honors/AP course does not guarantee an A or B grade.
4. To openly accept assignments, suggestions, and coaching from the teacher.
5. To thoughtfully select their course load.
6. Secure a strong recommendation from his/her current teacher in that subject area.
7. Have certain academic averages in prerequisite courses as specified by the AP course description found in this course selection guide.

Students who enroll in an Honors or Advanced Placement course and their parent/guardian must sign the Honors & AP Contract:

1. I understand that Honors and AP classes typically require 1-1/2 times as much homework as non-honors college preparatory classes; and Advanced Placement courses may require as much as five hours of homework weekly.
2. I understand that I cannot drop my AP or Honors class due to work load, grade, teacher preference, or the like.
3. I realize that by enrolling in an Advanced Placement course, I am expected to take the corresponding Advanced Placement exam in May. The state of Georgia will fund 1 STEM exam OR students that demonstrate a financial need will receive funding for 1 exam (either STEM or NON-Stem)
4. Additional exams will cost $99 for regular AP exams and $53.00 for students with financial need.

5. I understand that NHS recommends limiting the number of Honors/AP classes I take in a year to a reasonable amount for my personal workload and schedule. (It is recommended that students take advanced courses in areas of interest/strength, i.e. Math & Science OR Language Arts & Social Science and that they consider taking no more than three (3) at a time unless discussed with a guidance counselor)
6. I agree to uphold Northside High School's academic integrity policy. I understand that I may face disciplinary action if I plagiarize, cheat, or submit work other than that which I personally have done. I understand that this may also affect my National Honor Society status.
7. I understand that placement at AIM will result in immediate removal from all AP courses.

AP CAPSTONE

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.

AP Capstone was developed in response to feedback from higher education. The two AP Capstone courses, with their associated performance tasks, assessments, and application of research methodology, require students to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.

https://advancesinap.collegeboard.org/ap-capstone

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 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 research based 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.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research

practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

DUAL ENROLLMENT

Dual Enrollment Coordinator
Mrs. Ashley Redondo
Redondo.Ashley.N@muscogee.k12.ga.us

The Georgia Dual Enrollment Program allows high school students to take college courses and earn both high school and college credit at the same time. Tuition, fees, and textbooks for approved courses are covered by the state (up to 30 semester hours). Students in grades 10–12 can participate with approval from their high school and the college, and classes may be taken on a college campus or online. The program helps students get a head start on college, save money, and experience college-level academics.

More information about Dual Enrollment is available at www.northsidede.com.

HOPE SCHOLARSHIP PROGRAM

The Hope Scholarship Program – "Helping Outstanding Pupils Educationally" – is Georgia's unique program that rewards high school students' hard work with financial assistance in degree, diploma, or certificate programs at any Georgia public or private college, university, or technical institute. The purpose of the program is to increase academic achievement, to keep the best and brightest students in Georgia, and to expand educational opportunities beyond high school to all Georgians.

Students with a 3.0 GPA in Hope courses, who are seeking a degree at a Georgia public postsecondary institution, may obtain the HOPE Scholarship to cover a percentage of the tuition cost. Payment amount for public colleges can be located on the gafutures.org HOPE program page. Certain fees, books and room and board expenses are not covered. Zell Miller Scholarship—student must meet all the requirements to be eligible for the HOPE scholarship PLUS graduate from an eligible high school with at least a 3.7 GPA as calculated by GSFC and earn a score of at least 1200 combined evidence-based reading and mathematics score on one administration of the SAT or a composite ACT score of at least 25 or graduated as valedictorian or salutatorian. Legislature reviews the HOPE program annually and determines the criteria for eligibility.

Students with a 3.0 GPA in HOPE courses, who are seeking a degree at an eligible private college in Georgia, may obtain the HOPE Scholarship, at a reduced rate, plus qualify for the Georgia Tuition Equalization Grant if attending as a full-time student. Students are advised to contact the Office of Financial Aid to determine what specific forms/applications are necessary for completion.

HOPE Eligibility

To receive HOPE Scholarship funding, students must:

- Have graduated from an eligible high school with a 3.0 HOPE GPA, as defined by the HOPE program.
- Be enrolled as a degree-seeking student at an eligible public or private college or university or technical college in Georgia.
- Meet HOPE's Georgia residency requirements.
- Meet HOPE's U.S. citizenship or eligible non-citizen requirements.
- Be in compliance with Selective Service registration requirements.
- Be in compliance with Georgia Drug-Free Postsecondary Education Act of 1990. A student may be ineligible for HOPE payment if he or she has been convicted for committing certain felony offenses involving marijuana, controlled substances, or dangerous drugs.
- HOPE Scholarship Rigor Requirements

HOPE and GPA Calculation

HOPE Scholars must graduate from an eligible high school with a minimum of a 3.0 cumulative grade point average in HOPE designated courses on a 4.0 scale. Each grade for a student in attempted coursework in English, Mathematics, Science, Social Studies, and Foreign Language that would have satisfied a core curriculum graduation requirement for the college preparatory diploma must be equated to a grade on a 4.0 scale, such that a grade of “A” equals 4.0, “B” equals 3.0, “C” equals 2.0, and “F” equals 0.

- The Commission when calculating the grade point average for HOPE Scholarship eligibility will weight grades in coursework that is classified as “Advanced Placement”.
- A standard weight of .5 quality points will be added to the grade in an Advanced Placement course if the grade is less than an “A”.
- No grade used in calculating the HOPE Scholarship GPA may exceed 4.0.
- Grades for Honors courses or other special courses will not be weighted.
- The HOPE Scholarship GPA is calculated based on grades in “the complete high school academic record of the student”.
- Courses taken in middle school are not part of the high school academic record, and therefore will not be incorporated into a student’sHOPE Scholarship GPA calculation.
- All core curriculum courses taken will be used to calculate the HOPE GPA.
- The exact course for which any grade and credit is awarded will be identified based on the uniform course numbering system developed by the Georgia Department of Education.
- The first two digits of any course number in the uniform numbering system identify the main subject area of that course. As such, English course numbers all begin with 23; Mathematics with 27; Science with 26 or 40; Social Studies with 45; and Foreign Language with 60, 61, 62, 63, or 64.

Applying for HOPE Scholarship

At a public college,university, or technical college, you may apply for HOPE two ways: (1) by completing the Free Application for Federal Student Aid (FAFSA), or (2) by completing the GSFAPPS application at gafutures.org. You can complete the GSFAPPS application online at gafutures.org.

You can complete the FAFSA at https://studentaid.ed.gov/sa/fafsa. Completing the FAFSA enables the college to consider you for other financial aid programs in addition to HOPE.

- At a private college or university, you may apply for the HOPE Scholarship online using the GSFAPPS application at gafutures.org.
- Some colleges also require the student to complete the school’s financial aid application. Contact the college financial aid office for more information.

HOPE Calculation Checkpoints
If you graduated from high school and were not academically eligible immediately after high school graduation, you may become eligible for a HOPE Scholarship if you enroll at an eligible college or university and earn a 3.0 cumulative grade point average at a HOPE checkpoint of 30 semester (45 quarter) hours. The second eligibility checkpoint occurs after 60 semester (90 quarter) hours. As of 2011, a student may lose and regain the HOPE Scholarship only one time.

Academic Rigor Requirements

A student meeting the requirements to be a HOPE Scholar at the time of high school graduation must earn a minimum of four full rigor credits from the Academic Rigor Course List prior to graduating from high school. This list is located on gafutures.org website.

Credits received for academic rigor courses must be from the categories below:

- Advanced math, such as advanced algebra and trigonometry, math III, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
- Advanced science,such as chemistry, physics, biology II, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
- Foreign language courses taken at the high school,or taken for degree level credit at an Eligible Postsecondary Institution; or
- Advanced Placement, International Baccalaureate or Dual Enrollment degree-level core courses.

GRADING SCALE

A – Superior (90-100)	4 Quality Points
B – Above Average (80-89)	3 Quality Points
C – Average (70-79)	2 Quality Points
F – Fail (69 and below)	0 Quality Points

WEIGHTED COURSES

1 additional quality point
10 numerical points

AP ART HISTORY
AP BIOLOGY
AP CALCULUS AB
AP CALCULUS BC
AP CAPSTONE RESEARCH
AP CAPSTONE SEMINAR
AP CHEMISTRY
AP COMP SCI PRINCIPLES
AP ENVIRONMENTAL SCIENCE
AP HUMAN GEOGRAPHY
AP LANGUAGE/COMPOSITION
AP LITERATURE/COMPOSITION
AP MACROECONOMICS
AP MUSIC THEORY
AP PHYSICS
AP PSYCHOLOGY
AP SPANISH LANGUAGE
AP STATISTICS
AP STUDIO ART DRAWING
AP STUDIO ART 2D
AP STUDIO ART 3D
AP US GOVERNMENT AND POLITICS
AP UNITED STATES HISTORY
AP WORLD HISTORY
ENHANCED ADV ALG/AP
PRE-CALCULUS

0.5 additional quality point
5 numerical points

BIOLOGY (Honors)
CHEMISTRY (Honors)
GEOMETRY (Honors)
LITERATURE/COMPOSITION (Honors)
PHYSICS I (Honors)
SPANISH III (Honors)
SPANISH IV (Honors)

0.25 additional quality point
2.5 numerical points

AMERICAN GOVERNMENT (Honors)

DIPLOMA REQUIREMENTS

Course Requirements for All Students

All students will take:

- 4 units of English
- 4 units of Math
- 4 units of Science (GADOE Fourth Science Options can satisfy requirement)
- 3 units of Social Studies
- 1 unit Health/Personal Fitness
- 3 units of Career/Technical/Agricultural and/or Modern (Foreign) Language and/or Fine Arts
- 4 Electives

A total of 23 Carnegie Units are required by the Muscogee County School District.

- Core Courses include English, math, science, social studies and foreign language.
- CTAE designated courses may be used to meet the fourth science unit.
- Core Area Electives may include fine arts, CTAE, and/or foreign language. Two units of one selected foreign language are required of students with intentions to enter a University System of Georgia institution. A total of three (3) units are required from CTAE and/or foreign language and/or fine arts for all students. Students are encouraged to choose electives that support their future academic and career goals. A wide range of courses are available.
- Students with Disabilities will be eligible to earn a regular diploma by meeting the requirements outlined in the rule and in their Individualized Education Program.

MCSD Graduation Requirements

A student must meet the graduation requirements in effect at the time of enrollment in the ninth grade, regardless of changes in requirements affecting subsequent classes. The requirements include the following:

1. Earn a total of twenty-three (23) Carnegie units of credit in grades 9 through 12.
2. Pass specific courses as prescribed.
3. Complete one Term (18 weeks) of attendance immediately preceding graduation in a Muscogee County School District high school.

COURSE PLANNING FORM

High School 4-Year Plan			
Year One	Year Two	Year Three	Year Four
Language Arts (4.0)			
Math (4.0)			
Science (4.0)			
Social Science (3.0)			
PE/Health (1.0)			
Foreign Language (Post-Secondary Requirement 2.0/3 Consecutive For Pathway Completion)			
Fine Arts (3 Consecutive For Pathway Completion)			
CTAE (3 Consecutive For Pathway Completion)			
Other (0.0)			

COURSE PLANNING FORM - EXAMPLE

High School 4-Year Plan **EXAMPLE**			
Year One	**Year Two**	**Year Three**	**Year Four**
Language Arts (4.0)			
Literature & Composition I	Literature & Composition II	American Literature	Multicultural Literature
Math (4.0)			
Algebra	Geometry	Advanced Algebra	College Readiness Math
Science (4.0)			
Environmental Science	Biology	Physical Science	Zoology
Social Science (3.0)			
American Government and Civics (0.5)	World History	US History	Personal Finance and Economics (0.5) Personal Financial Literacy (0.5) Sociology
PE/Health (1.0)			
Personal Fitness (0.5) Health (0.5)			
Foreign Language (Post-Secondary Requirement 2.0/3 Consecutive For Pathway Completion)			
	Spanish I	Spanish II	Spanish III
Fine Arts (3 Consecutive For Pathway Completion)			
Chorus I	Chorus II	Chorus III	Chorus IV
CTAE (3 Consecutive For Pathway Completion)			
Intro to Health Science	Essentials of Healthcare	Sports Medicine	
Other (0.0)			
Tools for College Success (0.5)			

COURSE OFFERINGS

All courses are year-long and receive credit at the end of the school year with the exception of Tools for College Success, American Government, World Geography, Health, Personal Fitness, Personal Finance Economics, Personal Financial Literacy, SAT Verbal, and SAT Math which are semester-long courses and receive credit at the end of the semester taken.

® = HOPE Rigor Course

In addition, transcript credits earned by a high school student in any Dual Enrollment English, Mathematics, Science, Social Studies, or Foreign Language course, substantially similar to one in the list above and taken at an eligible postsecondary institution in Georgia, will be counted towards the Rigor requirement.

ENGLISH COURSES

CORE ENGLISH COURSES

Literature and Composition I
Honors Literature and Composition I
Literature and Composition II
Honors Literature and Composition II
AP Seminar; ELA ®
AP English Language and Composition ®
AP English Literature and Composition ®
American Literature and Composition
Multicultural Literature and Composition
Advanced Composition (Dramatic Writing)

ELECTIVE ENGLISH COURSES

Mythology
AP Research, ELA ®

	Traditional Pathway	Honors Pathway	Advanced Pathway
8th	Grade 8 ELA	Honors Grade 8 ELA	Honors Grade 8 ELA
9th	Literature & Composition I	Honors Literature & Composition I	Honors Literature and Composition I
10th	Literature & Composition II	Honors Literature & Composition II	AP Seminar
11th	American Literature, or Multicultural Literature, or Advanced Composition	American Literature, or Multicultural Literature, or Advanced Composition, or AP Lang	AP Lang, or Dual Enrollment
12th	American Literature, or Multicultural Literature, or Advanced Composition	American Literature, or Multicultural Literature, or Advanced Composition, or AP Lang	AP Lit, or Dual Enrollment

® = HOPE Rigor Course

CORE ENGLISH COURSES

Literature and Composition I
Literature & Composition I is the first course 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.

Honors Literature and Composition I
Academic Requirements: Grade of 85+ in 8th Grade ELA *and* score of 3/4 on EOG *and* on or above grade level Lexile from 8th grade determined by STAR or GMAS

Literature & Composition I is the first course 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.

Literature and Composition II
Literature & Composition II is the second course 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.

Honors Literature and Composition II
Prerequisite: Literature and Composition (or Honors)
Academic Requirements: Grade of 85+ in Honors Literature and Composition I *and* on or above grade level Lexile from 9th grade, determined by STAR; *or* Grade of 90+ in Literature and Composition I *and* on or above grade level Lexile from 9th grade, determined by STAR

Literature & Composition II is the second course 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.

AP Seminar; ELA ®
Prerequisite: Honors Literature and Composition I
Academic Requirements: Grade of 85+ in Honors Literature and Composition I *and* on or above grade level Lexile from 9th grade, determined by STAR

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. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

AP English Language and Composition ®
Prerequisite: Literature and Composition II (or Honors) or AP Seminar
Academic Requirements: Grade of 85+ in Honors Literature and Composition II or AP Seminar *and* score of 3/4 on EOC *and* on or above grade level Lexile from 10th grade determined by STAR or GMAS; *or* Grade of 90+ in Literature and Composition II *and* score of 3/4 on EOC *and* on or above grade level Lexile from 10th grade determined by STAR or GMAS

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

- Honors courses in both 9th and 10th grade better prepare students for AP Lang & Comp; they are highly recommended but not mandatory
- Due to the rigor, speed, and content of AP Lang & Comp, a teacher recommendation from your current ELA teacher is required

AP English Literature and Composition ®
Prerequisite: AP Language and Composition or Core ELA course
Academic Requirements: Grade of 85+ in AP Language and Composition *and* score of 3/4 on EOC *and* on or above grade level Lexile from 10th grade determined by STAR or EOC; *or* Grade of 90+ in American Literature or Advanced Composition (Dramatic Writing) or Multicultural Literature *and* score of 3/4 on EOC *and* on or above grade level Lexile from 10th grade determined by STAR or EOC

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

American Literature and Composition
American Literature and Composition focuses on the integrated study of American texts, writing modes, and genres, while emphasizing essential conventions for reading, writing, speaking, and research. Students will explore texts from at least three literary periods, developing an understanding of chronological context, the influence of historical events on literature, and the ways literature has shaped public opinion and national identity. Through analysis of text structures, themes, stylistic features, and literary movements, students will gain insight into the interconnection between American history and literature. In addition, students will engage in a variety of writing tasks—expository, narrative, persuasive, and technical—demonstrating competency in grammar, vocabulary, structure, and style. They will read both literary and informational texts across genres and disciplines, fostering academic and personal interests while refining their research, timed writing, and recursive writing process. By the end of the course, students will be prepared for future academic pursuits and will have developed a deeper appreciation for America's literary legacy.

Multicultural Literature and Composition
Multicultural Literature and Composition focuses on world literature by and about people of diverse ethnic and cultural backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing communication and writing styles, as well as universal themes. They make connections between works from multiple literary periods and their historical or contemporary contexts. Students routinely engage in recursive literacy practices that strengthen their grammar, vocabulary, context, structure, style, and understanding of literary techniques, periods, and movements. Writing assignments include expository, analytical, and response essays, with a strong research component. In addition, students practice critical listening and observation skills, responding effectively to both written and oral communication.

Advanced Composition (Dramatic Writing)
Advanced Composition focuses on the writing process—planning, drafting, revising, and refining—to develop students' skills across multiple genres and purposes. Students analyze and produce texts for a variety of audiences and modes, including expository, persuasive, narrative, descriptive, comparison-contrast, process analysis, cause and effect, exemplification, classification, and definition. Emphasis is placed on advanced grammar, usage, mechanics, and syntax, as well as the effective use of literary devices and craft techniques. A strong research component is integral to the course, allowing students to apply critical thinking and organizational strategies to their writing.

ELECTIVE ENGLISH COURSES

Mythology
Grade Level: 11, 12

Mythology introduces students to the importance of myths and tales from Greek, Roman, and Norse traditions through a comparative study of plot, characters, themes, figurative devices, and cultural contexts. The course emphasizes critical and analytical thinking, vocabulary and word analysis, and composition skills, with attention to the influence of classical histories and languages on English language and culture. Students explore the relationship between people and their societies, the impact of mythology on the literary world, and its enduring influence on modern literature and culture. Writing exploration, media literacy, and critical viewing are also key components of the course.

AP Research, ELA ®
Grade Level: 11, 12
Prerequisite: AP Seminar
Academic Requirements: Score of 3 or higher on AP Seminar Exam

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. 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.
The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

MATH COURSES

CORE MATH COURSES

Algebra: Concepts and Connections
Honors Algebra: Concepts and Connections
Geometry: Concepts and Connections
Honors Geometry: Concepts and Connections
Advanced Algebra: Concepts and Connections ®
Enhanced Advanced Algebra and AP Pre-Calculus ®
College Readiness Mathematics ®
Advanced Financial Algebra ®
AP Calculus AB ®
AP Calculus BC ®
AP Statistics ®

ELECTIVE MATH COURSES

Algebra: C and C Support
Geometry: C and C Support
Adv Algebra: C and C Support

	OPTION 1	OPTION 2	OPTION 3	OPTION 4	OPTION 5	OPTION 6
9th	Algebra	Algebra	Honors Algebra	Honors Algebra	Honors Algebra	Honors Geometry
10th	Geometry	Honors Geometry	Geometry	Honors Geometry	Honors Geometry	Enhanced Adv Algebra & AP Precalculus
11th	Advanced Algebra	Enhanced Adv Algebra & AP Pre-Calculus	Advanced Algebra	Advanced Algebra	Enhanced Adv Alg & AP Precalculus	College Readiness Math, or AP Statistics, or AP Calculus AB, or Dual Enrollment
12th	Financial Algebra, or College Readiness Math, or Pre-Calculus, or AP Statistics, or Dual Enrollment	AP Statistics, or AP Calculus AB, or Dual Enrollment	Financial Algebra, or College Readiness Math, or Pre-Calculus, or AP Statistics, or Dual Enrollment	Financial Algebra, or College Readiness Math, or Pre-Calculus, or AP Statistics, or Dual Enrollment	AP Statistics, or AP Calculus AB, or Dual Enrollment	AP Statistics, or AP Calculus AB, or AP Calculus BC, or Dual Enrollment

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CORE MATH COURSES

Algebra: Concepts and Connections
Algebra: Concepts and Connections 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. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning.

Honors Algebra: Concepts and Connections
Prerequisite: Math 8, Advanced Math 8, or Algebra 1
Academic Requirements: Grade of 93+ in Math 8 *and* 3/4 on EOG; *or* Grade of 85+ in Advanced Math 8 *and* 3/4 on EOG; *or* Algebra I *and* a score of 1 or 2 on the EOC

Algebra: Concepts and Connections 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. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning.

Geometry: Concepts and Connections
Prerequisite: Algebra 1
Grade Level Requirement: 10th Grade only

Geometry: Concepts and Connections is the second course in a sequence of three high school courses designed to ensure career and college readiness. 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 expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning.

Honors Geometry: Concepts and Connections
Prerequisite: Algebra I (or Honors)
Academic Requirements: Honors Algebra I *and* score of 3/4 on EOC; *or* Algebra I *and* score of 3/4 on EOC

Geometry: Concepts and Connections is the second course in a sequence of three high school courses designed to ensure career and college readiness. 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 expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning.

Advanced Algebra: Concepts and Connections ®
Prerequisite: Geometry (Honors)

Advanced Algebra: Concepts and Connections is the third course in a sequence of courses designed to ensure career and college readiness. It is intended to prepare students for fourth mathematics course options relevant to their postsecondary pursuits. High school course content standards are listed by big idea, including Data

and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning. In Advanced Algebra: Concepts & Connections, 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. In previous courses, students studied how to use linear and quadratic functions to model real-life phenomena.

Enhanced Advanced Algebra and AP Pre-Calculus ®
Prerequisite: Honors Geometry or Advanced Algebra
Academic Requirements: Grade of 90+ in Advanced Algebra

The Enhanced Advanced Algebra and AP Pre-Calculus: Concepts and Connections course is a thoughtful blend of the topics from Advanced Algebra: Concepts and Connections and Pre-Calculus. This is a single credit course, intended to provide students the opportunity to develop a deeper understanding of mathematical concepts that are critical to the study of advanced fourth mathematics course options, including Calculus. Students will continue to enhance their understanding of data and statistical reasoning, functional and graphical reasoning, patterning and algebraic reasoning, and geometric and spatial reasoning. There should be an emphasis on notational fluency and the use of multiple representations as students engage with all topics. Some of those topics include, 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. In previous courses, students studied how to use linear and quadratic functions to model real life phenomena. In the Enhanced Advanced Algebra and AP Precalculus: Concepts and Connections course, students will further develop their algebraic, functional, and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, piecewise and rational expressions, equations, and functions to further understand the world around them. Topics should be analyzed in multiple ways, including verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be investigated and applied, where appropriate, within the context of realistic phenomena.

College Readiness Mathematics ®
Prerequisite: Algebra, Geometry, Advanced Algebra

The College Readiness Mathematics is a fourth course option for students who have completed Advanced Algebra (or the equivalent). The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Advanced Algebra (or the equivalent) for non-STEM majors, so the course will meet the needs of collegebound seniors who will not pursue STEM fields. The focus of this course is on key content and practice standards to ensure that students will be ready for post-secondary academic courses and career preparation in non-STEM fields. The course will revisit and expand the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. Instruction and assessment should include the appropriate use of manipulatives and technology. Mathematics concepts should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic experiences. The Standards for Mathematical Practice will provide the foundation for instruction and assessment. The content standards selected are essential for post-secondary preparation in non-STEM study. Students will be expected to complete a mandatory capstone project where they select one of the areas listed in the standard to identify a problem and use mathematical modeling to address it.

Advanced Financial Algebra ®
Prerequisite: Algebra, Geometry, Advanced Algebra

Advanced Financial Algebra is a fourth-year mathematics course option designed for students who have successfully completed Advanced Algebra: Concepts and Connections. The course extends and deepens student understanding of algebra, statistics, and research design while introducing students to relevant financial and business applications. Students will create, apply, and interpret a wide variety of algebraic function models to aid in real-world decision making. Statistical research and analysis will be used to determine the efficacy of model applications and further assist in exploring scenarios with financial implications. Financial contexts for these mathematical concepts will include business operations and optimization, tax considerations, insurance and risk management, banking services, budget creation, loan and credit analysis, investment strategies and retirement plans, stock market performance, real estate fundamentals, and automobile ownership. Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic.

Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.

AP Calculus AB ®
Prerequisite: Enhanced Advanced Algebra and AP Pre-Calculus

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

AP Calculus BC ®
Prerequisite: AP Calculus AB

AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

AP Statistics ®
Prerequisite: Advanced Algebra
Academic Requirements: Grade of 90+ in Advanced Algebra

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

ELECTIVE MATH COURSES

Algebra: C and C Support
**By teacher recommendation only*

A solid understanding of algebra concepts is critical for success in future mathematics courses, including geometry and calculus. In addition, algebra knowledge and skills are essential for post-secondary success as well as for producing a skilled workforce for scientific and technical careers. Algebra requires proficiency with multiple representations, including symbols, equations, and graphs, as well as the ability to reason logically, both of which play crucial roles in advanced mathematics courses.
Students who will require additional support for success in Algebra: Concepts and Connections are best served through placement in Algebra: Concepts and Connections Co-Requisite Support concurrent with enrollment Algebra: Concepts and Connections. Students should be enrolled in mathematics support courses based on local system criteria for identifying students who are at risk for failing mathematics.

Geometry: C and C Support
**By teacher recommendation only*

In Geometry: Concepts and Connections, students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. To align with these learning opportunities, Geometry: Concepts & Connections Co-Requisite Support should be taught by a certified mathematics teacher, preferably one who:

- Creates opportunities for students to access mathematics from multiple entry points, creating more mental relationships and connections
- Positions themselves to guide students, if necessary
- Supports and encourages students as they engage in challenging tasks
- Provides students with the appropriate level of challenge
- Provides opportunities to engage in mathematics discourse to help expand student understandings
- Differentiates instruction to meet the needs of students who may struggle with demonstrating understanding of the geometric contexts

Students who will require additional support for success in Geometry: Concepts and Connections are best served through placement in Geometry: Concepts and Connections Co-Requisite Support concurrent with enrollment Geometry: Concepts and Connections. Students should be enrolled in mathematics support courses based on local system criteria for identifying students who are at risk for failing mathematics.

Advanced Algebra: C and C Support
**By teacher recommendation only*

Advanced Algebra: Concepts and Connections is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills.
Students who will require additional support for success in Advanced Algebra: Concepts and Connections are best served through placement in Advanced Algebra: Concepts and Connections Co-Requisite Support concurrent with enrollment Advanced Algebra: Concepts and Connections. Students should be enrolled in mathematics support courses based on local system criteria for identifying students who are at risk for failing mathematics.

SCIENCE COURSES

Biology I
Honors Biology I
AP Biology ®

Chemistry I ®
Honors Chemistry I ®
AP Chemistry®

Environmental Science
AP Environmental Science ®

Physical Science

Honors Physics ®
AP Physics I ®

Zoology ®
Forensic Science ®
Earth Systems

	Traditional Pathway	Honors/Magnet Pathway
8th		Honors Physical Science
9th	Environmental Science	Honors Biology
10th	Biology	Honors Chemistry
11th	Physical Science	Honors Physics, or AP Biology, or AP Chemistry, or AP Environmental, or AP Physics
12th	Chemistry, or Earth Systems, or Forensic, or Zoology, or AP Science	Honors Physics, or AP Biology, or AP Chemistry, or AP Environmental, or AP Physics

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CORE SCIENCE COURSES

Biology I
Biology focuses on the identification of patterns, processes, and relationships of living organisms. Topics will cover more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experiences in laboratories and field work using the process of inquiry.

Honors Biology I
Prerequisite: Entrance in Magnet program; *or* 85+ in 8th Grade Physical Science; *or* 90+ in Environmental Science

Biology focuses on the identification of patterns, processes, and relationships of living organisms. Topics will cover more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experiences in laboratories and field work using the process of inquiry.

AP Biology ®
Prerequisite: Biology I (Honors)
Academic Requirements: Honors Biology I *and* score of 3/4 on EOC; *or* Grade of 90+ in Biology I with a score 3/4 on EOC

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, cellular processes, energy and communication, genetic information transfer, ecology, and interactions.

Chemistry I
Topics include abstract concepts such as the structure of atoms, structure and properties of matter, the conservation and interaction of energy and matter, and the use of Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes. Students investigate chemistry concepts through experiences in laboratories and field work using the process of inquiry.

Honors Chemistry I ®
Topics include more abstract concepts such as the structure of atoms, structure and properties of matter, the conservation and interaction of energy and matter, and the use of Kinetic Molecular Theory to model atomic and molecular motion in

chemical and physical processes. Students investigate chemistry concepts through experiences in laboratories and field work using the process of inquiry.

AP Chemistry ®
Prerequisite: Advanced Algebra *and* Honors Chemistry
Academic Requirements: Grade of 85+ in Advanced Algebra *and* Honors Chemistry

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics like atomic and molecular structure, chemical reactions, kinetics, equilibrium, and thermodynamics.

Environmental Science
Topics include the study of many components of our environment, including the human impact on our planet. Students investigate the flow of energy and cycling of matter within ecosystems, and evaluate types, availability, allocation, and sustainability of energy resources. Instruction should focus on student data collection and analysis from field and laboratory experiences. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

AP Environmental Science ®
Prerequisite: Biology I (Honors)
Academic Requirements: Grade of 85+ in Honors Biology I *and* score of 3/4 on EOC; *or* Grade of 90+ in Biology I *and* score of 3/4 on EOC

Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

Physical Science
Topics in this course are designed as a survey of the core ideas in the physical sciences. Those core ideas will be studied in more depth during in the chemistry and physics courses. The physical science standards include abstract concepts such as the conceptualization of the structure of atoms and the role they play in determining the properties of materials, motion and forces, the conservation of energy and matter, wave behavior, electricity, and the relationship between electricity and magnetism. The idea of radioactive decay is limited to the understanding of whole half-lives and how a constant proportional rate of decay is consistent with declining measures that only gradually approach to zero. Students

investigate physical science concepts through the study of phenomena, experiences in laboratory settings, and field work.

Honors Physics ®
Prerequisite: Advanced Algebra
Academic Requirement: Grade of 85+ in Advanced Algebra

Topics include more abstract concepts such as nuclear decay processes, interactions of matter and energy, velocity, acceleration, force, energy, momentum, properties and interactions of matter, electromagnetic and mechanical waves, and electricity, magnetism and their interactions. Students investigate physics 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.

AP Physics I ®
Prerequisite: Advanced Algebra *and* Honors Physical Science
Academic Requirements: Grade of 85+ in Advanced Algebra *and* Honors Physical Science

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation.

Zoology ®
In this course, students will recognize key features of the major body plans that have evolved in animals and how those body plans have changed over time resulting in the diversity of animals that are evident today. In addition to classification and recognition, this course teaches students about the anatomical and physiological characteristics of animals. These characteristics relate to how an animal functions and can help students see the connections uniting particular animal groups. An understanding of form and function allows students to study how animals have evolved over time and to relate animals to their particular role in an ecosystem. Finally, students will develop an understanding that all living things are interconnected. Students should realize that the worldwide activities of humans can contribute to animal diversity both positively and negatively. It should also be understood that humans are dependent on animal species for advances in medicine, ecosystem maintenance, and food supply.

Forensic Science ®
The Forensic Science Georgia Standards of Excellence are designed to build upon science concepts from previous courses and apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence, and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

Earth Systems
Earth Systems explores how Earth's atmosphere, hydrosphere, geosphere, and biosphere interact over time. Students investigate topics such as Earth's history, plate tectonics, landforms, weather and climate, and the history of life, with an emphasis on scientific explanations, real-world case studies, data analysis, and careers in geosciences.

SOCIAL STUDIES COURSES

CORE SOCIAL STUDIES COURSES

American Government and Civics (0.5 credit)
Honors American Government and Civics (0.5 credit)

World History
AP World History ®

United States History
AP United States History ®

Personal Finance and Economics (0.5 credit)
AP Macroeconomics ®

ELECTIVE SOCIAL STUDIES COURSES

Current Issues
Sociology
World Geography (0.5 credit)
Sports In United States Society
AP Human Geography ®
AP Government and Politics ®
AP Psychology ®
AP Art History ®
Personal Financial Literacy (0.5 credit)

	Traditional Pathway	Honors Pathway
9th	American Government	Honors American Government
10th	World History	AP World History
11th	US History	AP US History
12th	Personal Finance and Economics	AP Macroeconomics

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CORE SOCIAL STUDIES COURSES

American Government and Civics
**Paired with Tools for College Success*

he American Government/Civics course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

Honors American Government and Civics
**Paired with World Geography*
Academic Requirements: Grade of 92+ in 8th Grade Georgia Studies; *or* 85+ in 8th Grade Advanced Georgia Studies

The American Government/Civics course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

World History
World History provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

AP World History ®
Prerequisite: Honors American Government and Civics
Academic Requirements: Grade of 85+ in Honors American Government and Civics

AP World History 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.

United States History
The high school United States history course provides students with a survey of major events and themes in United States history. The course begins with English settlement and concludes with significant developments in the early 21st Century.

AP United States History ®
Prerequisite: AP World History
Academic Requirements: Grade of 83+ in AP World 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.

Personal Finance and Economics
In addition to the fundamentals of economic decision-making, microeconomics, macroeconomics, and international economics, students will learn personal finance skills they can apply to their own futures – including managing and balancing budgets; understanding and building credit; protecting against identity theft and consumer protections; and understanding tax forms, student loan applications, and pay stubs. Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. This course provides students with a foundation in the field of economics, with a specific focus on how students can apply that knowledge to their own personal finances. The standards and elements of this course may be taught in any order or sequence.

AP Macroeconomics ®
Prerequisite: AP United States History *and* Advanced Algebra
Academic Requirements: Grade of 83+ in AP United States History

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

ELECTIVE SOCIAL STUDIES COURSES

Current Issues
Grade Level: 11, 12

Analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. Integrates and reinforces social studies skills.

Sociology
Grade Level: 11, 12

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.

World Geography
Grade Level: 9

The World Geography course provides students with an analytical view of how geographic factors have and continue to influence human behavior on the earth. Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Additionally, students will examine the importance that political, environmental, and economic factors have in a region's development.

Sports In United States Society
Grade Level: 11, 12

The Sports in United States Society course examines the vital sociological role of sport in the making of United States society and culture, and vice-versa. The course analyzes the reasons for and popularity of youth, high school, collegiate, and professional sports and the interrelationship between sports and other social institutions, such as the economy, education, media, and politics. Inequalities and deviance in society that are reflected in sports are discussed, along with social progress championed through sports. Current issues and controversies in sports that are a microcosm of society are also presented.

AP Human Geography ®
Grade Level: 9, 10, 11, 12

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and

geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.
Prerequisites –a recommendation from a Social Studies teacher

AP Govt/Politics ®
Grade Level: 11, 12

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.

AP Psychology ®
Grade Level: 11, 12

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. You'll examine the concepts of psychology through reading and discussion, and you'll analyze data from psychological research studies.

AP Art History ®
Grade Level: 11, 12

AP Art History is an introductory college-level art history course. 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.
Prerequisite – have an interest in art and completion of previous AP classes is preferred

Personal Financial Literacy
Grade Level: 12

This course is designed to equip students with the knowledge and skills necessary to make informed and effective financial decisions. Students will explore a range of topics including income, budgeting, purchasing goods and services, credit and interest rates, financial institutions, investments, insurance and risk management, taxation, consumer protection, and identity theft. The curriculum emphasizes the development of critical-thinking skills through the analysis of real-world financial scenarios, data interpretation, and responsive writing tasks.

FOREIGN LANGUAGE COURSES

Spanish I
Spanish II ®
Honors Spanish III ®
Honors Spanish IV ®
AP Spanish Language and Culture ®

® = HOPE Rigor Course

Spanish I
Grade Level: 9, 10, 11, 12

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

Spanish II ®
Grade Level: 9, 10, 11, 12
Prerequisite: Spanish I

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.

Honors Spanish III ®
Grade Level: 10, 11, 12
Prerequisite: Spanish II

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

Honors Spanish IV ®
Grade Level: 11, 12
Prerequisite: Spanish III

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

AP Spanish Language and Culture ®
Grade Level: 11, 12
Prerequisite: Spanish IV

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

ELECTIVES – GENERAL

Tools for College Success

Personal Fitness
Health

General Physical Education I
General Physical Education II
General Physical Education III
General Physical Education IV

Physical Conditioning (Boys Weight Lifting - 9th)
Weight Training (Boys Weight Lifting - 10th)
Advanced Physical Conditioning (Boys Weight Lifting - 11th)
Advanced Weight Training (Boys Weight Lifting - 12th)
Intermediate Team Sports (Girls Weight Lifting)

SAT Preparation Verbal
SAT Preparation Math

Tools for College Success

Personal Fitness
Grade Level: 9

Introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.

Health
Grade Level: 9

Students in high school demonstrate comprehensive health knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

General Physical Education I
Grade Level: 9

Introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.

General Physical Education II
Grade Level: 10

Introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.

General Physical Education III
Grade Level: 11

Introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.

General Physical Education IV
Grade Level: 12

Introduces instruction in methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; includes instruction in fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; and promotes self-awareness and responsibility for fitness.

Physical Conditioning (Boys Weight Lifting)
Grade Level: 9

Introduces weight training; emphasizes strength development training and proper lifting techniques; includes fitness concepts for developing healthy lifetime habits for fitness and conditioning.

Weight Training (Boys Weight Lifting)
Grade Level: 10

Introduces weight training; emphasizes strength development training and proper lifting techniques; includes fitness concepts for developing healthy lifetime habits for fitness and conditioning.

Advanced Physical Conditioning (Boys Weight Lifting)
Grade Level: 11

Introduces weight training; emphasizes strength development training and proper lifting techniques; includes fitness concepts for developing healthy lifetime habits for fitness and conditioning.

Advanced Weight Training (Boys Weight Lifting)
Grade Level: 12

Introduces weight training; emphasizes strength development training and proper lifting techniques; includes fitness concepts for developing healthy lifetime habits for fitness and conditioning.

Intermediate Team Sports (Girls Weight Lifting)
Introduces weight training; emphasizes strength development training and proper lifting techniques; includes fitness concepts for developing healthy lifetime habits for fitness and conditioning.

SAT Preparation Verbal
Grade Level: 10, 11, 12

Focuses on preparing students to take the Critical Reading and Writing portions of the SAT.

SAT Preparation Math
Grade Level: 10, 11, 12

Focuses on preparing students to take the Mathematics portion of SAT.

ELECTIVES – FINE ARTS

Intermediate Band I
Intermediate Band II
Intermediate Band III
Intermediate Band IV
Advanced Band I
Advanced Band II
Advanced Band III
Advanced Band IV

Intermediate Orchestra I
Intermediate Orchestra II
Intermediate Orchestra III
Intermediate Orchestra IV
Advanced Orchestra I
Advanced Orchestra II
Advanced Orchestra III
Advanced Orchestra IV

Beginning Chorus I
Intermediate Women's Chorus I
Intermediate Women's Chorus II
Intermediate Women's Chorus III
Intermediate Women's Chorus IV
Intermediate Men's Chorus I
Intermediate Men's Chorus II
Intermediate Men's Chorus III
Advanced Chorus I
Advanced Chorus II
Advanced Chorus III
Advanced Chorus IV

AP Music Theory ®

Visual Arts/Comprehensive I
Visual Arts/Comprehensive II
Visual Arts/Comprehensive III
Visual Arts/Comprehensive IV
AP Studio Art: 2D Design Port
AP Studio Art: 3D Design Port

AP Art History ®

Theatre Arts/Fundamentals I
Theatre Arts/Fundamentals II
Theatre Arts/Fundamentals III
Theatre Arts/Acting I
Theatre Arts/Acting II
Theatre Arts/Acting III
Theatre Arts/ Tech Theater I
Theatre Arts/ Tech Theater II
Theatre Arts/ Tech Theater III
Theatre Arts/ Tech Theater IV

Dramatic Arts /Film/Video & TV

® = HOPE Rigor Course

BAND

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

Intermediate Band II
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.

Intermediate Band III
Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

Intermediate Band IV
Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision with increasingly difficult literature. 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, practice strategies and group experiences.

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

Advanced Band II
Enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or

percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

Advanced Band III
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.

Advanced Band IV
Enhances level-three skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress in an increasing breadth of repertoire, individual learning strategies and ensemble experiences.

ORCHESTRA

Intermediate Orchestra I
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.

Intermediate Orchestra II
Enhances level-one skills and provides further 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. Stresses self-paced progress and group experiences.

Intermediate Orchestra III
Enhances level-two skills and provides further 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. Stresses self-paced progress and group experiences.

Intermediate Orchestra IV
Enhances level-three skills and provides further 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. Stresses self-paced progress and group experiences.

Advanced Orchestra I
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.

Advanced Orchestra II
Enhances level-one skills and provides further 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. Stresses self-paced progress and group experiences.

Advanced Orchestra III
Enhances level-two skills and provides further 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. Stresses self-paced progress and group experiences.

Advanced Orchestra IV
Enhances level-three skills and provides further 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. Stresses self-paced progress and group experiences.

CHORUS

Beginning Chorus I
Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

Intermediate Chorus I
Provides intermediate-level performers 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. Organizes objectives for selfpaced progress through all four levels. Stresses individual progress and group experiences.

Intermediate Chorus II
Enhances level-one 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.

Intermediate Chorus III
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.

Intermediate Chorus IV
Enhances level-three 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.

Advance Chorus I
Provides advanced-level performers 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. Organizes objectives for selfpaced progress through all four levels. Stresses individual progress and group experiences.

Advance Chorus II
Enhances level-one 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.

Advance Chorus III
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.

Advance Chorus IV
Enhances level-three 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.

AP Music Theory ®
Grade Level: 10, 11, 12

AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

VISUAL ARTS

Visual Arts/Comprehensive 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 master artworks for historical and cultural significance.

Visual Arts/Comprehensive II
Enhances level-one skills in art history, art criticism, aesthetic judgment and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two-and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.

Visual Arts/Comprehensive III
Enhances level-two skills in art history, art criticism, aesthetic judgment and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists.

Visual Arts/Comprehensive IV
Enhances level-three skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities for in-depth application of design elements and principles of design in two-and three-dimensional art media and processes. Stresses creative problem solving through art production and the study of master artists and their works.

AP Studio Art: 2D Design Port
AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply 2-D skills to ideas they develop throughout the course.

AP Studio Art: 3D Design Port
AP 3-D Art and Design is an introductory college-level three-dimensional design course. Students refine and apply 3-D skills to ideas they develop throughout the course.

AP Art History ®
Grade Level: 11, 12

AP Art History is an introductory college-level art history course. 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.
Prerequisite – have an interest in art and completion of previous AP classes is preferred

THEATRE

Theatre Arts/Fundamentals I
Develops and applies performance skills through access to basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.

Theatre Arts/Fundamentals II
Enhances level-one skills by producing and studying children's theater in depth with performance opportunities.

Theatre Arts/Fundamentals III
Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.

Theatre Arts/Acting I
Introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions and ideas; enhances self-confidence and self-awareness. Focuses on scene study.

Theatre Arts/Acting II
Enhances level-one skills taught in Acting I. Emphasizes advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises. The course can also provide opportunities to compete in literary competitions and one-act play festivals.

Theatre Arts/Acting III
Enhances level-one and level-two skills taught in Acting I and Acting II. Emphasizes advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises. The course can also provide opportunities to compete in literary competitions and one-act play festivals.

Theatre Arts/ Tech Theater I
Introduces technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.

Theatre Arts/ Tech Theater II
Enhances level-one skills and introduces aspects of drafting, creation of lighting, sound, properties, costumes and make-up design. Offers opportunities to apply skills in these areas.

Theatre Arts/ Tech Theater III
Enhances level-two skills in drafting and set design and includes in-depth exploration of light operation, sound operation, stage management, costume construction, set development, make-up and production staff.

Theatre Arts/ Tech Theater IV
Enhances level-three skills and offers opportunities to solve problems in supervising and managing all aspects of production. Explores technical directing and directing responsibilities. Offers opportunities to apply skills in these areas.

Dramatic Arts /Film/Video & TV
Grade Level: 11, 12

Introduces film directing, acting, and production. Students investigate the techniques and origins of a wide variety of film and television productions while exploring the historical and cultural differences. Provides opportunities to analyze film, television and video productions, and to develop criteria to evaluate these media forms.

ELECTIVES – PATHWAYS

Magnet Pathways

Biotechnology
Intro to Health Science
Essentials of Biotechnology
Application of Biotechnology

Engineering
Foundations of Engin/Tech
Engineering Concepts
Engineering Applications

CTAE Pathways

Engineering Drafting and Design
Introduction Drafting Design
Survey of Engineering Graphics
3D Modeling and Analysis

Examining the Teaching Profession
Examining Teaching Profession
Contemporary Issues in Edu
Teaching as a Profession Practicum

Fire and Emergency Services/Firefighting
Intro to Law, Public Safety, Corrections, and Security
Essentials of Fire and Emerg Svc
Applications of Firefighting

Healthcare and Sports Medicine
Intro to Health Science
Essentials of Healthcare ®
Sports Medicine

CTAE Pathways

JROTC - ARMY
JROTC-Leadership 1
JROTC-Leadership 2
JROTC-Leadership 3
JROTC-Leadership 4

Marketing and Management
Marketing Principles
Marketing and Entrepreneurship
Marketing Management

Marketing Communication
Marketing Principles
Promotion and Professional Sales
Integrated Marketing Communication

Nutrition and Food Science
Food, Nutrition, and Wellness
Food for Life
Food Science

Web Development
Intro to Software Technology
AP Computer Sci. Principles ®
Web Development ®

*Pathways must be taken in sequence.
® = HOPE Rigor Course

MAGNET PATHWAYS

Biotechnology

Intro to Health Science
Grade Level: 10

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Health Science pathway courses. This course will enable students to receive initial exposure to the many healthcare careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal and ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Essentials of Biotechnology
Grade Level: 11
Prerequisite: Intro to Health Science

This is the second course in the career pathway that introduces students to the broad understanding of the fundamentals of biotechnology and the impact on society. The knowledge and skills in this course provide a basic overview of current trends and careers in biotechnology, with an emphasis on basic laboratory skills, along with the business, regulatory, and ethical aspects of biotechnology.
Pre-requisite: Introduction to Healthcare Science.

Application of Biotechnology
Grade Level: 12
Prerequisite: Essentials of Biotechnology

This course further introduces students to the fundamentals of biotechnology. Included in this course are additional applications and techniques in biotechnology that expand and increase the student's comprehension of how biotechnology utilizes living systems to create products and enhance lives. In addition, laboratory applications learned in this course form the pivotal component distinguishing science theory from application in bioscience, like that of engineering and mathematics. Bioscience and the application of laboratory techniques to the manipulation of living systems is a cornerstone of pharmaceutical, medical device,

forensic science, environmental science, agriculture, alternative fuel, and green chemistry. Pre-requisites: Introduction to Healthcare Science and Essentials of Biotechnology

MAGNET PATHWAYS

Engineering

Foundations of Engineering & Technology

Grade Level: 10

Developing foundational engineering and technology skills is essential for Georgia's growing workforce as the state continues to expand its role as a leader in advanced manufacturing, infrastructure development, and technological innovation. By equipping students with knowledge in engineering disciplines, ethical practices, and environmental considerations, the engineering and technology pathway bridges the gap between secondary and postsecondary education, aligning with the needs of Georgia's industries. Through hands-on projects and real-world applications, students gain experience with tools, processes, and concepts critical to civil, mechanical, electrical, and chemical engineering careers.

Engineering Concepts

Grade Level: 11
Prerequisite: Foundations of Engineering & Technology

Engineering Concepts is the second course in the Engineering and Technology Pathway. In this advanced course, students apply engineering design processes to solve complex technical problems through project-based learning. Students integrate mathematical analysis, scientific principles, and industry-standard tools to develop innovative solutions while emphasizing safety and ethical practices. The course develops professional skills through technical documentation, CAD modeling, prototype development, and team-based project management. Students engage with engineering career pathways and strengthen their STEM foundation through real-world applications.

Engineering Applications

Grade Level: 12
Prerequisite: Engineering Concepts

Engineering Applications is the third course in the Engineering and Technology Pathway. In this advanced, project-driven course, students integrate their STEM knowledge to develop comprehensive solutions to complex engineering challenges. Students create and validate solutions through sophisticated modeling techniques, prototype development, and rigorous testing procedures. The course emphasizes professional engineering practices, including detailed documentation in engineering notebooks, market analysis, and business planning. Students apply project management methodologies while considering real-world constraints such as sustainability, economics, and global impact. Through a substantial capstone

project, students demonstrate mastery of the engineering design process by developing solutions that incorporate advanced 3D modeling, iterative prototyping, and data-driven optimization. Students further develop their professional skills through technical presentations and team collaboration.

CTAE PATHWAYS

Engineering Drafting and Design

Introduction Drafting Design
Grade Level: 9, 10

Introduction to Drafting and Design is the foundational course for the Architectural Drafting and Design pathway. Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design.

Survey of Engineering Graphics
Grade Level: 10, 11
Prerequisite: Introduction Drafting Design

Survey of Engineering Graphics is the second course in the Engineering Drafting and Design Career Pathway. The course is designed to build student skills and knowledge in the field of engineering graphics/technical drafting. The course focus includes employability skills, career opportunities, applied math, working drawings that include sectional, auxiliary, detail and pictorial views, and pattern developments. In addition, elements in applied mathematics are integrated throughout the course. The prerequisite for this course is Introduction to Drafting & Design.

3D Modeling and Analysis
Grade Level: 11, 12
Prerequisite: Survey of Engineering Graphics

Three-Dimensional (3D) Modeling and Analysis is a one-credit course that completes the pathway in Engineering Drafting and Design. Reverse engineering strategies are recommended for third level working drawings. Computer-aided design (CAD) is recommended for use extensively with each standard in the course. Focus is on employability strategies, career studies, applied math, fasteners, working drawings, and assembly drawings. The final culmination is a presentation project that contains information mastered throughout the three courses. The prerequisite for this course is Survey of Engineering Drafting & Design.

CTAE PATHWAYS

Examining the Teaching Profession

Examining the Teaching Profession
Grade Level: 9, 10

The Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Teaching as a Profession students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards.

Contemporary Issues in Education
Grade Level: 10, 11
Prerequisite: Examining the Teaching Profession

This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examine the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

Teaching as a Profession Practicum
Grade Level: 11, 12
Prerequisite: Contemporary Issues in Education

The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.

CTAE PATHWAYS

Fire and Emergency Services/Firefighting

Intro to Law, Public Safety, Corrections, and Security
Grade Level: 9, 10

Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

Essentials of Fire and Emergency Services
Grade Level: 10, 11
Prerequisite: Intro to Law, Public Safety, Corrections, and Security

This course addresses the essential components needed for fire and emergency services. Students will be prepared for their third-course options that include the following: firefighting, emergency medical responder, and public safety communications. Students will explore career options, interagency communications, medical services, and basic firefighting standards. The prerequisites for this course are Introduction to Law, Public Safety and Corrections and Security.

Applications of Firefighting
Grade Level: 11, 12
Prerequisite: Essentials of Fire and Emergency Services

This course, along with the prerequisite courses, is designed to meet the requirements of NFPA® 1001, Fire Fighter I. After completing this course, the student will be able to sit for the exam to certify as a Firefighter I per National Fire Protection Association (NFPA®) 1001, Standard for Fire Fighter Professional Qualifications. This course is also based on the Basic Firefighting Training Program from the GA Public Safety Training Center (GPSTC). GPSTC has teacher-trainer resources (including skill sheets for those that are required) and recommended text. The prerequisites for this course are Introduction to Law, Public Safety Corrections and Security, and Essentials of Fire and Emergency Services. The Applications of Firefighting course requires strenuous physical activity. Students, parents, and school officials are encouraged to review and discuss the physical requirements

prior to the student's enrollment in the course. Schools may choose to recommend that a student obtain a sports physical prior to the start of course activities. Components of this course require a student to be eighteen years of age for participation and completion of that component (i.e. live fire).

CTAE PATHWAYS

Healthcare and Sports Medicine

Intro to Health Science
Grade Level: 9, 10

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Health Science pathway courses. This course will enable students to receive initial exposure to the many healthcare careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal and ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Essentials of Healthcare ®
Grade Level: 10, 11
Prerequisite: Intro to Health Science

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The pre-requisite for this course is Introduction to Healthcare. Also earns 26.0730039-3 Human Physiology credit

Sports Medicine
Grade Level: 11, 12
Prerequisite: Essentials of Healthcare

Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic

services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative, and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. There is flexibility within each standard for instruction that is provided towards any related career path. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.

CTAE PATHWAYS

JROTC - Army

JROTC-Leadership 1
This laboratory course is designed to introduce students to the history, customs, traditions, and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course.

JROTC-Leadership 2
This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values, and attributes.

JROTC-Leadership 3
This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated.

JROTC-Leadership 4
This laboratory course is designed to build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced.

CTAE PATHWAYS

Marketing and Management

Marketing Principles

Grade Level: 9, 10

Marketing Principles is the foundational course for Marketing and Management, Fashion, Merchandising and Retail Management, Marketing Communications and Promotion, Hospitality and Tourism and Sports and Entertainment Marketing 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 business and marketing skills, economics, entrepreneurship, marketing information management, product/service management, promotion, selling, and channel management and distribution. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course.

Marketing and Entrepreneurship

Grade Level: 10, 11
Prerequisite: Marketing Principles

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 these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful.

Marketing Management

Grade Level: 11, 12
Prerequisite: Marketing and Entrepreneurship

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.

CTAE PATHWAYS

Marketing Communication

Marketing Principles

Grade Level: 9, 10

Marketing Principles is the foundational course for Marketing and Management, Fashion, Merchandising and Retail Management, Marketing Communications and Promotion, Hospitality and Tourism and Sports and Entertainment Marketing 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 business and marketing skills, economics, entrepreneurship, marketing information management, product/service management, promotion, selling, and channel management and distribution. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course

Promotion and Professional Sales

Grade Level: 10, 11
Prerequisite: Marketing Principles

Promotion and Digital Marketing is the second course in the Marketing Communications and Promotions pathway. This course focuses on the performance of key responsibilities for promotion with a focus on digital marketing concepts. Students develop skills in digital marketing, analytics, branding, advertising, public relations, and special promotions.

Integrated Marketing Communication

Grade Level: 11, 12
Prerequisite: Promotion and Professional Sales

Integrated Marketing Communications is the third course in the Marketing Communications and Promotion Career Pathway. This course focuses on the communication aspects of the business in relation to customer/consumer relationships. Students develop knowledge and skills in advertising, selling, direct marketing, public relations, sales promotions, and digital marketing communications. Students learn how communications affects budget considerations, marketing information decision-making and all future business opportunities.

CTAE PATHWAYS

Nutrition and Food Science

Food, Nutrition, and Wellness
Grade Level: 9, 10

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

Food for Life
Grade Level: 10, 11
Prerequisite: Food, Nutrition, and Wellness

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

Food Science
Grade Level: 11, 12
Prerequisite: Food for Life

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

CTAE PATHWAYS

Web Development

Intro to Software Technology
Grade Level: 9, 10

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.

AP Computer Science Principles ®
Grade Level: 10, 11
Prerequisite: Intro to Software Technology

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Web Development ®
Grade Level: 11, 12
Prerequisite: AP Computer Science Principles

Course Description: This course, with Hypertext Markup Language (HTML) and Cascading Style Sheet (CSS) as its foundation, will teach students to develop and design responsive web sites through coding, testing, debugging and implementation of web-based services. This course will also allow students to learn about content management systems, client-side languages, server-side languages, and database concepts. The course is designed to give students foundational knowledge of front-end and back-end development to address the presentation and data access layers of web site development. Prerequisites: Software Technology and Computer Science Principles.

ELECTIVES – TEACHER RECOMMENDATION ONLY

Yearbook (RAMIREZ)
Journalism I Year Book
Journalism II Year Book
Journalism III Year Book
Journalism IV Year Book

Literary Magazine (HOFFMAN)
Journalism I Newspaper
Journalism II Newspaper
Journalism III Newspaper
Journalism IV Newspaper

Social Media (HART)
Journalism I Newspaper
Journalism II Newspaper
Journalism III Newspaper
Journalism IV Newspaper

Work Based Learning (CLAY)

ELECTIVES – TEACHER RECOMMENDATION ONLY

Yearbook

Mrs. Madison Ramirez
Ramirez.Madison.M@muscogee.k12.ga.us

Journalism I Year Book
Journalism I focuses on an introduction to journalistic writing through an analysis of a wide variety of texts, which may include newspapers, yearbooks, literary magazines, and broadcast journalism. A concentration on the following components of journalistic writing may include but is not limited to the interviewing process; evaluation of sources; media literacy; text modes and genres; the varied technologies of publication; and the grounding of text in purpose and audience. Students participate in news gathering, research, questioning, copy writing, revising, and editing, as well as the study of journalism ethics and laws. If a publication is produced, students will be exposed to the process of producing and managing a successful publication.

Journalism II Year Book
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.

Journalism III Year Book
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.

Journalism IV Year Book
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.

ELECTIVES – TEACHER RECOMMENDATION ONLY

Literary Magazine

Mrs. Mollie Hoffman
Hoffman.Mollie.E@muscogee.k12.ga.us

Journalism I Newspaper
Journalism I focuses on an introduction to journalistic writing through an analysis of a wide variety of texts, which may include newspapers, yearbooks, literary magazines, and broadcast journalism. A concentration on the following components of journalistic writing may include but is not limited to the interviewing process; evaluation of sources; media literacy; text modes and genres; the varied technologies of publication; and the grounding of text in purpose and audience. Students participate in news gathering, research, questioning, copy writing, revising, and editing, as well as the study of journalism ethics and laws. If a publication is produced, students will be exposed to the process of producing and managing a successful publication.

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ELECTIVES – TEACHER RECOMMENDATION ONLY

Social Media

Mr. Gabe Hart
Hart.Gabriel.M2@muscogee.k12.ga.us

Journalism I Newspaper
Journalism I focuses on an introduction to journalistic writing through an analysis of a wide variety of texts, which may include newspapers, yearbooks, literary magazines, and broadcast journalism. A concentration on the following components of journalistic writing may include but is not limited to the interviewing process; evaluation of sources; media literacy; text modes and genres; the varied technologies of publication; and the grounding of text in purpose and audience. Students participate in news gathering, research, questioning, copy writing, revising, and editing, as well as the study of journalism ethics and laws. If a publication is produced, students will be exposed to the process of producing and managing a successful publication.

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ELECTIVES – TEACHER RECOMMENDATION ONLY

Work Based Learning

Mrs. Libby Clay
Clay.Libby@muscogee.k12.ga.us

Adv Academic Pathway – ELA
Army Pathway
Biotechnology Research - Health Science WBL
Engineering and Technology - Eng Tech WBL
Engineering Drafting and Design - Prec Prod WBL
Firefighting - Pub Saf WBL
Marketing Communications & Promotions - Marketing WBL
Marketing & Management - Marketing WBL
Nutrition & Food Science - FCS WBL
Sports Medicine - Health Science WBL
Teaching as a Profession - TAAP WBL
Visual Arts Pathway
Web Development - Info Tech WBL