

# **OSBORNE HIGH SCHOOL**



**2024-2025 Freshman  
Registration Handbook  
(Class of 2028)**

## INTRODUCTION

Welcome to Osborne High School — Home of the Cardinals! We look forward to your arrival in August 2024. We know that you will continue working hard during the second semester of middle school to prepare yourself for the transition to high school. The following information will be helpful to you and your parents in making course selections for the 2024-2025 school year. Please read this handbook carefully.

Osborne High School is currently on a 4x4 block schedule, which allows you to take eight classes each year. 4x4 means that you will take four classes during the first semester and four different classes during the second semester. During each semester, the four blocks of instruction will be about 90 minutes long. A typical high school schedule includes two core and two elective classes each semester; however, depending on the courses selected, some schedules may have 3 core classes during a semester (see sample schedules on page 7).

All 9<sup>th</sup> grade students are automatically enrolled in a combined Health and Personal Fitness course that is completed during one semester. Health and Personal Fitness are required for graduation. Students who complete 3 units of JROTC receive credit for Health & Personal Fitness and do NOT have to take the Health and Personal Fitness class.

During registration, your 8<sup>th</sup> grade teachers will recommend your core classes based upon performance criteria and your academic achievement. You, with your parents' assistance, will select your elective courses. It is important for you to consider which college and/or career pathway you will complete in high school and choose courses in which you are interested. If you have questions about registration or course selection, then your 8<sup>th</sup> grade counselor can also answer registration questions.

Osborne High School  
2451 Favor Rd.  
Marietta, GA 30060  
(770) 437-5900

Administration

Principal.....Troy Jones  
Assistant Principal.....Andrea Battaglia  
Assistant Principal/Athletic Director.....Ronald Boggs  
Assistant Principal.....Leander Brooks  
Assistant Principal.....Jennifer Glendenning  
Assistant Principal.....Necole McGhee  
Assistant Principal.....Greg Barilow  
Assistant Principal.....James Davis

School Counseling Office  
(based on student last name)

A–Fi 9<sup>th</sup>-11<sup>th</sup> grade.....Kismet Rhodes  
Fj-Lo 9<sup>th</sup>-11<sup>th</sup> grade.....Ashleigh Turner  
Lp-Re 9<sup>th</sup>-11<sup>th</sup> grade.....Michael Stringer  
Rf-Z 9<sup>th</sup>-11<sup>th</sup> grade.....Joany Bass  
12<sup>th</sup> Grade.....Maureen Foley-Talley  
CITA Counselor A-K.....Dinaia Crumbley  
CITA Counselor L-Z.....Wendy Sherer  
Counseling Registrar .....Ayesha Fawzi  
Department Lead..... Mary Carr

Department Chairs

English .....Jo Richard  
Mathematics .....Laura Hicks  
Science .....Erika Porter  
Social Studies .....Rachel Thompson  
World Languages .....Kerae Joonsar  
Fine Arts.....Phyllis Fulp  
Career Tech .....Michael Devault/Kathryn Hunt  
Health/PE .....Neal Sammons

ESOL .....Oksana Tsymbalov  
Special Education .....Toni Dimas

## Important Dates

Date	Event	Location
February	Middle School Registration	Each middle school
April 1 – April 30	Registration Verification Drop/Add/Waiver Forms	Course Requests available in ParentVue and StudentVue
May 1	LAST DAY FOR COURSE CHANGES & WAIVERS!	
(TBA)	Freshman Bridge Program	Osborne High School

## Helpful Websites

### Osborne High School

- Homepage: <http://www.cobbk12.org/Osborne/>
- Counseling: <http://osbornecounseling.wixsite.com/counseling>
- Use other drop-down menus to access and explore our website

### NCAA Clearinghouse

- Eligibility Center: <http://www.ncaa.org/student-athletes/future/eligibility-center>
- NCAA FAQ: <http://www.ncaa.org/student-athletes/future/student-athlete-faq-search>

### GA HOPE Scholarship & Programs

- HOPE Programs: <https://gsfc.georgia.gov/hope>
- Gafutures.org: <https://www.gafutures.org/>
- Courses with rigor: [http://apps.gsfc.org/main/publishing/pdf/2012/Course\\_List.pdf](http://apps.gsfc.org/main/publishing/pdf/2012/Course_List.pdf)

## **Making the Transition from Middle School to High School**

An important part of your freshman year is learning the culture, traditions, and expectations of Osborne High School. High school is very different from middle school. You will have greater freedom in high school as well as greater responsibility (for example, you'll get to sit wherever you want at lunch and talk to your friends as you move from class to class). Your most important responsibility as a high school student is earning good grades. In order to be successful, you must complete all assignments (homework, projects, etc.) when they are due. You must actively participate in class, asking questions if something is unclear. Finally, you must be a responsible learner, advocating for yourself by asking your teacher for extra help if you begin to fall behind.

## **The Academic Program: Credits, Promotion, and GPA**

Our 4x4 block schedule enables you to take eight courses each academic year. Course credit is earned in Carnegie units by earning a minimum grade of 70 in the course. Each earned unit of credit counts toward the total needed for graduation. **In order to be promoted to the 10<sup>th</sup> grade, you must earn credit in math, science, and English and earn at least 5 total units.** If you fail 9<sup>th</sup> grade math, science, or English, then you will be retained in 9<sup>th</sup> grade, and you will have to retake the course that you failed. Be a responsible learner and get help before you fall behind! **Every** course you take (whether you pass or fail the course) is used to calculate your Grade Point Average (GPA). Performing well in a class affects your GPA positively, while performing poorly in a class affects your GPA negatively. It is important for you to know that 9<sup>th</sup> grade is not a "practice year" when it comes to grades. In other words, your freshman grades count just as much as the grades you earn as a junior or senior, and college admissions' officers will see all your grades. All high school grades are used to calculate your Cumulative GPA, and all academic courses count toward eligibility for the HOPE Scholarship program.

## **Athletic Eligibility**

In the fall semester, all first-year freshmen are eligible to participate in all sports. However, in order to maintain athletic eligibility for the spring semester sports, students must pass 3 out of 4 courses in the fall.

## **Future Plans**

It is Osborne's hope that our students become life-long learners with the knowledge, skills, and values necessary to compete successfully as honorable and productive citizens in a global society. We expect our students to continue their education after high school graduation and throughout adulthood. Post-secondary education for some students might be a traditional four-year college or university, a two-year (community) college, a technical college or institute, or a vocational program. Other students may choose to join the United States Armed Forces or enter the workforce after high school. As you begin your high school career, please keep your post-secondary plans in mind. Students can graduate by meeting the minimum *state* requirements; however, many colleges have admissions criteria that exceed these minimum requirements. NCAA Clearinghouse has its own requirements for athletes. It is your responsibility to become familiar with the requirements and criteria of whatever post-secondary option you choose. **Do your homework early!** Requirements can differ from college to college and between programs of study. Requirements may also change from year to year. The best place to find college admissions information is directly from the college's website, and it is never too early to begin looking. Another great resource for college and career planning is [www.gafutures.org](http://www.gafutures.org), and our professional school counselors are always here to assist with any post-secondary plans.

**High School Graduation Requirements (for students entering the 9<sup>th</sup> grade for the first time in 2012-2013 and subsequent years)** The State Board of Education offers one common set of requirements for all students to earn a regular diploma. In order to receive a diploma, students must satisfy these requirements.

Subjects	Georgia High School Diploma
English	<b>4 Units Including:</b> 1 Unit 9 <sup>th</sup> Grade Literature/Composition 1 Unit American Literature/Composition 2 additional English units
Mathematics	<b>4 Units Including:</b> GSE Algebra 1 GSE Geometry GSE Algebra 2 1 additional math unit
Science	<b>4 Units Including:</b> 1 Unit Biology 1 Unit Chemistry or Earth Systems or Environmental Science or AP Class 1 Unit Physics or Physical Science 1 additional science unit
Social Studies	<b>3 Units including:</b> 1 Unit World History 1 Unit United States History ½ Unit American Government/Civics ½ Unit Economics
CTAE Foreign Language Fine Arts	<b>3 Units from any of these areas</b> Though there is no foreign language requirement for the Georgia High School diploma, students planning to enroll in <b>ANY</b> post-secondary institution are strongly encouraged to earn two units of credit in the same modern language/Latin.  <b>NOTE:</b> Students planning to enter or transfer into a University System of Georgia institution <b>MUST</b> take two units of the same modern language/Latin.  All students are encouraged to complete a college and/or career pathway by earning 3 units of credit in a coherent series of courses leading to college readiness and/or a career readiness certificate endorsed by related industries. Students may choose from any of the CTAE pathways, a fine arts pathway, a world language pathway, or an advanced academic pathway. See your professional school counselor for specific pathway courses.
Health and Physical Education	<b>1 Unit Including:</b> ½ Unit Health ½ Unit Personal Fitness  <b>NOTE:</b> Students who earn 3 units in JROTC will have met the health & personal fitness requirement.
Electives	<b>4 Units</b>
TOTAL UNITS MINIMUM	23 Units

\*Unit credit may be awarded for courses offered in the middle grades that meet 9-12 GPS or GSE requirements.

\*No course credit may be awarded for courses in which instruction is based on the GPS for grades K-8.

\*Completion of diploma requirements does not necessarily qualify students for the HOPE Scholarship Program.

## REGISTRATION DIRECTIONS

Your eighth-grade teachers will evaluate your achievement level, work habits, and current grades to recommend the **academic core** classes for which you should be registered. Scores on the GA Milestone EOG assessments and placement tests may also be used to determine correct course placement.

**YOU** must select your **elective** courses and alternates. Since all ninth-grade students are required to take Health and Personal Fitness (BPE) as their first elective, you will need to select three more electives and two alternate electives. If you choose JROTC, the Health and Personal Fitness course will be removed, and you can choose an additional elective. Follow the steps listed below to complete the registration process:

1. Read this registration handbook completely including course descriptions. This information will provide you with descriptions of the academic core courses and help you make good elective choices. Review and discuss elective choices with your parents.
  - Students who enroll in “Combo Courses” (band, chorus, and orchestra) must use **TWO ELECTIVES** for these courses and choose both on the form. record both course numbers on their registration worksheet.
  - World language courses are elective courses; teachers do NOT recommend these courses. You must use one of your electives to select a foreign language. It is recommended that students have at least a 74 average in their most recent English Language Arts course to take a World Language in their 9<sup>th</sup> grade year. Ninth grade students **with no previous World Language high school credits**, may begin World Language classes beginning semester 2.
2. You will select **four (4)** elective courses and **two (2)** alternates from the elective courses listed in the course section of this handbook. Using the Osborne Elective Course Registration Worksheet (at the end of this registration handbook), record the course title and course number for each elective and alternate in the spaces provided and then use the online form to record elective choices.

**\*Students who do not complete the Elective Course Registration form will forfeit their opportunity to select their own electives.**

4. **WAIVER PROCEDURES:** Course requests will be available on ParentVue to verify all of the courses (both academic core and electives) for which you are registered. If any of the courses listed on the form are incorrect or you disagree with a course recommendation, then follow the directions on the form to change the course(s). A form will be made available to request changes.

\*\*\*By changing the recommended course, you assume responsibility for the placement and accept the level of rigor that the new course presents. Once a course change has been fulfilled, it will not be reversed.

**Sample student schedules: 4x4 block**



**Sample 4x4 Block Schedule: Core & Elective courses** – This is a typical schedule that includes the 4 core classes, health & personal fitness (BPE), and 3 additional electives.

<u>Fall Semester</u>		<u>Spring Semester:</u>
1 <sup>st</sup> Block:	9 <sup>th</sup> Lit/Composition	GSE Algebra 1
2 <sup>nd</sup> Block:	Health/BPE ( <b>elective 1-required</b> )	Visual Art: Comprehensive ( <b>elective 3</b> )
3 <sup>rd</sup> Block:	Intro Business & Tech ( <b>elective 2</b> )	General PE ( <b>elective 4</b> )
4 <sup>th</sup> Block:	Environmental Science	World Geography

arts classes must enter **both course numbers** on their registration form.

<u>Fall Semester</u>		<u>Spring Semester:</u>
<b>1<sup>st</sup> Block:</b>	Band 1 ( <b>elective 2</b> )	Band 2 ( <b>elective 3</b> )
2 <sup>nd</sup> Block:	French I ( <b>elective 4</b> )	Honors Biology
3 <sup>rd</sup> Block:	Honors Geometry	Health/BPE ( <b>elective 1-required</b> )
4 <sup>th</sup> Block:	Honors 9 <sup>th</sup> Lit/Comp	World Geography
(Performing arts classes are taken both semesters on a block schedule)		

**Sample 4x4 Block Schedule: Foundations of Algebra** – Students needing additional support for Algebra 1 will be recommended for Foundations of Algebra before entering Algebra 1.

<u>Fall Semester</u>		<u>Spring Semester:</u>
1 <sup>st</sup> Block:	World Geography	Spanish I ( <b>elective 3</b> )
2 <sup>nd</sup> Block:	Foundations of Algebra ( <b>elective 2</b> )	Algebra 1
3 <sup>rd</sup> Block:	Health/BPE ( <b>elective 1-required</b> )	9 <sup>th</sup> Lit/Composition
<b>4<sup>th</sup> Block:</b>	Environmental Science	Intro to Graphics & Design ( <b>elective 4</b> )
(Students take Foundations of Algebra during semester 1 and Algebra 1 during semester 2)		

**Sample 4x4 Block Schedule: Communication Skills**– Students that need additional support for 9<sup>th</sup> Lit/Composition will be recommended for Communication Skills

<u>Fall Semester</u>		<u>Spring Semester:</u>
1 <sup>st</sup> Block:	GSE Algebra 1	Fundamentals of Drama I ( <b>elective 4</b> )
2 <sup>nd</sup> Block:	Intro Graphics & Design ( <b>elective 2</b> )	Environmental Science
<b>3<sup>rd</sup> Block:</b>	Communications Skills ( <b>elective 2</b> )	9 <sup>th</sup> Lit/Composition
4 <sup>th</sup> Block:	World Geography	Health/BPE 1 ( <b>elective 1 - required</b> )
(Students take Communication Skills during semester 1 and 9 <sup>th</sup> Lit/Composition during Semester 2)		



## 3DE AT OSBORNE HIGH SCHOOL

### WHAT IS 3DE AT OSBORNE HIGH SCHOOL?

**3DE is an innovative high school model that connects the real world to the classroom;** students learn in an interdisciplinary environment through the lens of real business case challenges and career exploration. **The result is graduates who have the knowledge, skills, and experiences needed for college and career success.** 3DE is a partnership between Osborne High School, the business community, and Junior Achievement. We are not part of the Cobb Innovation & Technology Academy.

3DE students take core academic classes and one business elective each semester within 3DE. They **tackle real challenges that 3DE's partner companies are facing** and apply learning and concepts from all their courses to develop solutions. Students also **explore career and higher education opportunities by participating in company and college site visits.** Along the way, they **develop competencies that employers in all industries value**, such as teamwork, communication, and critical thinking. Juniors start their own pop-up businesses. Senior year, students who are on-track to graduate apply their learning in a real-world setting by working as student consultants for metro Atlanta companies or in Osborne's student run Tax Center. **This is an unparalleled opportunity for students to gain exposure to careers and industries, establish professional networks, and build resumes.**

3DE is a great opportunity for students who are interested in business and students who are unsure what career they want to pursue. The opportunities 3DE provides are offered at no cost to students' families.

### WILL BEING IN 3DE CHANGE MY STUDENT'S ENROLLMENT AT OSBORNE HIGH SCHOOL?

Your 3DE student will still be enrolled at Osborne High School. However, **with only up to 160 students per grade, 3DE students have the benefits of a small school environment while also enjoying large school amenities.** Your student will still participate in sports, clubs, performing arts, and other elective classes and extracurricular activities offered at Osborne High School.

### WHAT CAREER PATHWAYS WILL STUDENTS COMPLETE?

3DE students have the opportunity to complete the following Career Pathways:

- Business and Technology
- Financial Services
- Entrepreneurship

### WHAT ARE THE REQUIREMENTS TO BE IN 3DE & HOW DO I ENROLL MY STUDENT?

**3DE has an open enrollment policy** for students who pass the 8<sup>th</sup> grade, but we do have elevated expectations that our students will do their best and adhere to school rules. **To enroll your student:**

- Complete the online enrollment form by using this link: <https://forms.office.com/r/HrqrcCFV2s>
- Or use your smartphone camera to scan the QR code at the bottom of this page
- Select Business Communications and Introduction to Business and Technology as electives

**To learn more about 3DE, visit <https://padlet.com/peytontyrie2/3de-at-osborne-high-school-j52qlv8t12qrn2cv> or contact Peyton Tyrie, 3DE School Director, at [peyton.tyrie@3deschools.org](mailto:peyton.tyrie@3deschools.org).**



Enroll  
Today!

English: Communication Skills  
9<sup>th</sup> Literature/Composition  
Honors 9<sup>th</sup> Literature/Composition  
ESL Communication Skills  
ESL 9<sup>th</sup> Literature/Composition

Mathematics: Foundations of Algebra  
GSE Algebra 1  
GSE Honors Geometry  
GSE Honors Algebra 2

Science: Environmental Science  
ESL Environmental Science  
Honors Biology

Social Studies: World Geography  
ESL Current Issues  
Honors World Geography  
AP Human Geography

**Electives:**

World Languages: French I  
French II  
Spanish I  
Spanish II  
Native Speakers Spanish I

Fine Arts: Band I/Band II  
Chorus I/Chorus II  
Orchestra I/ Orchestra II  
Fundamentals of Drama I  
Visual Arts: Comprehensive  
Drawing I  
Ceramics I

Career Technical: Audio & Video Technology & Film I  
Culinary Arts  
Foundations of Engineering  
Introduction to Business & Technology  
Introduction to Graphics & Design  
Introduction to Law & Public Safety  
JROTC – Army

Phys Education: Health & Personal Fitness-BPE (Combined Course)

Weight Training (Coach recommendation only)

# English/Language Arts

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Communication Skills</b> Students receive reinforcement in the following strands: Reading Literary text, Reading Informational text, Writing, Language, and Speaking and Listening. The emphasis is to offer reading skills, vocabulary development, reading opportunities, writing process activities, and language study.</p>	2 3 . 1 8 1 0 0 1 1	TR and 9 <sup>th</sup> Grade Placement Chart	1.0
<p><b>ESL Communication Skills</b> Students receive reinforcement in the following strands: Reading Literary text, Reading Informational text, Writing, Language, and Speaking and Listening. The emphasis is to offer reading skills, vocabulary development, reading opportunities, writing process activities, and language study. Adaptations in presentation are made to accommodate ESOL students</p>	2 3 . 0 8 1 0 0 9 9	TR and 9 <sup>th</sup> Grade Placement Chart	1.0
<p><b>9<sup>th</sup> Grade Lit/Comp</b> is a college prep class which integrates composition, grammar, and literature. It covers the writing process; the development of vocabulary, speaking, listening, and researching skills will also be included.</p>	2 3 . 0 6 1 0 0 1 1	TR and 9 <sup>th</sup> Grade Placement Chart	1.0 EOC
<p><b>Honors 9<sup>th</sup> Grade Lit/Comp</b> is an accelerated college prep course designed for the student who has a serious interest in the interpretation of literature. It integrates writing, grammar and usage, speaking and listening. It includes reading a variety of literary genres: short stories, novels, poetry, drama, and nonfiction. It also emphasizes oral and written response to literature.</p>	2 3 . 0 6 1 0 0 0 7	TR and 9 <sup>th</sup> Grade Placement Chart	1.0 EOC
<p><b>ESL 9<sup>th</sup> Grade Lit/Comp</b> is a college prep class which integrates composition, grammar and literature. It covers the writing process; the development of vocabulary, speaking, listening and researching skills will also be included. Adaptations in presentation are made to accommodate ESOL students.</p>	2 3 . 0 6 1 0 0 9 9	TR and 9 <sup>th</sup> Grade Placement Chart	1.0 EOC

# Mathematics

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Foundations of Algebra &amp; Algebra 1</b>            Foundations of Algebra is a first year high school mathematics course option aimed at students who have reported low standardized test performance in prior grades and/or have demonstrated significant difficulties in previous mathematics classes. This course will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses. Students will take Foundations of Algebra during the 1<sup>st</sup> semester and Algebra 1 in the 2<sup>nd</sup> semester.</p>	<p>27.1481011</p> <p>27.1990023</p>	<p><b>TR</b> and            9<sup>th</sup> Grade            Placement            Chart</p>	<p>1.0</p> <p>1.0            EOC</p>
<p><b>GSE Algebra 1</b>            is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. Students will gain a foundation in linear, quadratic, and exponential functions, and will gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, effect of function parameters, and describing data.</p>	<p>27.0990011</p>	<p><b>TR</b> and            9<sup>th</sup> Grade            Placement            Chart</p>	<p>1.0            EOC</p>
<p><b>GSE Honors Geometry</b>            contains all the standards included in the on-level geometry course with a few additional standards and explores the concepts at a deeper level. This course is intended for students who complete Algebra 1 in the 8<sup>th</sup> grade or who excel in Algebra 1 as a 9<sup>th</sup> grade student.</p>	<p>27.0991003</p>	<p>GSE            Algebra 1            and <b>TR</b></p>	<p>1.0            EOC            (earns            0.5            quality            point)</p>
<p><b>GSE Honors Advanced Algebra</b>            is the third course in a sequence of honors courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career. This course contains all the standards of the on-level course with a few additional standards and more depth of knowledge.</p>	<p>27.0992003</p>	<p>GSE            Geometry            and <b>TR</b></p>	<p>1.0            (earns            0.5            quality            point)</p>

# Science

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Environmental Science</b>                      is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment.</p>	26.0611011	TR and 9 <sup>th</sup> Grade Placement Chart	1.0
<p><b>ESL Environmental Science</b>                      is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment. Adaptations in presentation are made to accommodate ESOL students.</p>	26.0611099	TR and 9 <sup>th</sup> grade Placement Chart	1.0
<p><b>Honors Biology</b>                      is an accelerated course designed for students interested in pursuing advanced sciences or careers in the science or engineering fields. Students will learn and understand biological processes that occur on the molecular, cellular, systemic, and environmental levels. Students will also be able to implement applications of biological processes to everyday situations.</p>	26.0120003	TR and 9 <sup>th</sup> Grade Placement Chart	1.0 EOC (earns 0.5 quality point)

# Social Studies

Course Name/Description	Course Number	Prerequisite	Units
<p><b>World Geography</b>            provides an overview of physical and cultural geography. An awareness of similarities and differences in human needs and behaviors is developed. Geographic education focuses on the themes of location on Earth's surface, place characteristics, relationships within places, movement, regions that lead to an understanding of social, economic, historic, geographical, and physical features of the planet on which we live.</p>	4 5 . 0 7 1 1 0 1 1	TR and 9 <sup>th</sup> Grade Placement Chart	1.0
<p><b>ESL Current Issues</b>            is a course focused on analysis of current issues and influences that are related to these issues and examining how decisions are made concerning those issues. Integrates and reinforces social studies skills. Adaptations in presentation are made to accommodate ESOL students.</p>	4 5 . 0 1 2 0 0 9 9	TR	1.0
<p><b>H World Geography</b>            is an accelerated course designed for students interested in social studies that provides an overview of physical and cultural geography. An awareness of similarities and differences in human needs and behaviors is developed. Geographic education focuses on the themes of location on Earth's surface, place characteristics, relationships within places, movement, regions that lead to an understanding of social, economic, historic, geographical, and physical features of the planet on which we live.</p>	4 5 . 0 7 1 1 0 0 7	TR and 9 <sup>th</sup> Grade Placement Chart	1.0
<p><b>AP Human Geography</b>            introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Examines methods and tools geographers use in their science and practice. Follows the Advanced Placement Geography Curriculum.</p>	4 5 . 0 7 7 0 0 9 5	TR and 9 <sup>th</sup> Grade Placement Chart	1.0 (earns 1.0 quality point)

## Special Education

Students receiving services through the special education department have had an Individualized Education Plan (IEP) developed to meet their educational needs. Each student should complete the registration form with the help of his or her IEP team (parent, case manager, and regular education teacher) to ensure that the requirements in the IEP are met.

# World Languages

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Note:</b> Students who complete <b>French I</b> or <b>Spanish I</b> in 8<sup>th</sup> Grade and wish to continue that language in high school may choose the second or second &amp; third level courses. See your current world language teacher for the appropriate course numbers.</p>			
<p><b>French I</b> is an introduction to the language and culture of France and other French-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.</p>	60.0110011	None Recommended to have a 74 or higher in current English/Language Arts class	1.0
<p><b>French II</b> is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the French-speaking world.</p>	60.0120011	<b>French I</b>	1.0
<p><b>Spanish I</b> is designed for non-native Spanish speakers with no knowledge Spanish. It is an introduction to the language and culture of Spain and other Spanish-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for basic communication as well as an appreciation of diversity in the Spanish-speaking world</p>	60.0710011	Grade of 74 or higher in current English/Language Arts class OR Teacher Recommendation, Non-Native Speaker (for all level 1 languages)	1.0
<p><b>Spanish II</b> is a continuation of Spanish I, also for non-native Spanish speakers, or those with a very basic, limited knowledge of Spanish. It is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the Spanish-speaking world.</p>	60.0720011	<b>Spanish I, Non-Native Speaker</b>	1.0
<p><b>Spanish for Native Speakers I</b> is taught in Spanish, is for students who understand and speak Spanish, and are beginning to read and write Spanish. Students will develop their reading and writing skills and learn of various Spanish speaking countries. Students will be introduced to simple literary works, art and culture of the Spanish speaking world.</p>	60.0790097	<b>Native speaker</b>	1.0



## Fine Arts

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Band I and Band II</b> are the entry level Band performance classes that focus on the basic fundamentals of tone production, music reading, and performance. The band class focuses on the development of the combined ensemble. Students are placed in appropriate level band classes based upon auditions.</p>	<p><b>*COMBO COURSE:</b> Students use two (2) electives and enter both courses on their registration worksheet. 5 3 . 0 3 6 1 0 9 9 5 3 . 0 3 6 2 0 9 9</p>	Audition	1.0 1.0
<p><b>Chorus I and Chorus II</b> provides opportunities to develop performance skills and knowledge in 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.</p>	<p><b>*COMBO COURSE:</b> Students use two (2) electives and enter both courses on their registration worksheet. 5 4 . 0 2 1 1 0 9 9 5 4 . 0 2 1 2 0 9 9</p>	None	1.0 1.0
<p><b>Orchestra I and Orchestra II</b> are the entry level orchestra performance classes that focus on the basic fundamentals of tone production, music reading, and performance. The classes focus on the technical development of the string instrument and the development of the combined ensemble.</p>	<p><b>*COMBO COURSE:</b> Students use two (2) electives and enter both courses on their registration worksheet. 5 3 . 0 5 6 1 0 9 9 5 3 . 0 5 6 2 0 9 9</p>	6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> Grade Orchestra Or Audition	1.0 1.0
<p><b>Beginning Music Technology</b> is the entry level course where students learn how to use digital tools and resources to create, present, respond, and connect to music as an art form and/or industry.</p>	5 3 . 0 2 2 1 0 9 9	None	1.0
<p><b>Theatre Arts/Fundamentals I</b> serves as prerequisite for other theatre/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.</p>	5 2 . 0 2 1 0 0 9 9	None	1.0
<p><b>Visual Art: Comprehensive</b> is a prerequisite for all other visual art classes. This class introduces art history, criticism, aesthetic judgment &amp; studio production to the beginning art student. Emphasizes the ability to understand &amp; use the elements of art &amp; principles of design through a variety of media processes both 2-D and 3-D. A chronological study of the history of art and criticism accompanies the studio experiences.</p>	5 0 . 0 2 1 1 0 9 9	None	1.0
<p><b>Drawing I</b> explores a variety of drawing techniques &amp; media with an emphasis on developing drawing skills. Examines solutions to drawing problems through student drawings &amp; those of other artist.</p>	5 0 . 0 3 1 2 0 9 9	<b>Visual Art: Comprehensive</b>	1.0
<p><b>Ceramics/Pottery I</b> introduces the characteristics of clay and design using various techniques of construction and surface treatments. Studio processes are emphasized, and students are involved in firing and presenting their clay work.</p>	5 0 . 0 4 1 1 0 9 9	<b>Visual Art: Comprehensive</b>	1.0

# Career Technical (CTAE)

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Audio &amp; Video Technology &amp; Film I</b> prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics.</p> <p><b>Pathway Courses:</b> 1. Audio &amp; Video Tech &amp; Film I 2. Audio &amp; Video Tech &amp; Film II 3. Audio &amp; Video Tech &amp; Film III</p>	10.5181099	None	1.0
<p><b>Food and Nutrition</b> 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. This is the prerequisite for the Foods pathway as well as the Culinary Arts pathway</p> <p><b>Pathway Courses:</b> 1. Food and Nutrition 2. Introduction to Culinary Arts 3. Culinary Arts I 4. Culinary Arts II OR 1. Food and Nutrition 2. Food for Life 3. Food Science</p>	20.5310099	None	1.0
<p><b>Intro to Business &amp; Technology</b> provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business.</p> <p><b>Pathway Courses:</b> 1. Intro to Business &amp; Technology</p>	07.4413099	None	1.0

<p>2. Business &amp; Technology 3. Business Communications</p> <p><b>Pathway Courses:</b> 1. Intro to Business &amp; Technology 2. Financial Literacy 3. Accounting I</p>			
<p><b>Intro to Graphics &amp; Design</b> is the foundational course for both the Graphics Production and Graphics Design pathways. This course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics &amp; Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout.</p> <p><b>Pathway Courses:</b> 1. Intro to Graphics &amp; Design 2. Graphic Design and Production 3. Advanced Graphic Design</p>	4 8 . 5 6 1 0 0 9 9	None	1.0
<p><b>JROTC Army Leadership I</b> Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. 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.</p> <p><b>Pathway courses:</b> 1. JROTC Army Leadership I 2. JROTC Army Leadership II 3. JROTC Army Leadership III (Levels IV – VIII also offered) <b>Note:</b> Students who earn three (3) units of JROTC are not required to take the Health &amp; Personal Fitness course. If you plan to complete the pathway, <b><u>you should strike through Health &amp; Personal Fitness.</u></b></p>	2 8 . 0 3 1 0 0 9 9	None	1.0
<p><b>JROTC Army Leadership 2</b> 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 are reinforced by diet, nutrition, and physical</p>	2 8 . 0 3 2 0 0 9 9	JROTC Army Leadership Education 1 (MUST be chosen as an elective also)	1.0

<p>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.</p> <p><b>Pathway courses:</b></p> <ol style="list-style-type: none"> <li>1. JROTC Army Leadership I</li> <li>2. JROTC Army Leadership II</li> <li>3. JROTC Army Leadership III</li> </ol>			
<p><b>Introduction to Law Public Safety, Corrections and Security</b> (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.</p> <p><b>Pathway courses:</b></p> <ol style="list-style-type: none"> <li>1. LPSCS</li> <li>2. Criminal Justice Essentials</li> <li>3. Criminal Investigations</li> </ol>	<p>4 3 . 4 5 0 0 0 9 9</p>	<p>None</p>	<p>1.0</p>
<p><b>Foundations of Engineering and Technology</b> is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the "E" in STEM.</p> <p><b>Pathway courses:</b></p> <ol style="list-style-type: none"> <li>1. Foundations of Engineering and Technology</li> <li>2. Engineering Concepts</li> <li>3. Engineering Applications</li> </ol>	<p>2 1 . 4 2 5 0 0 9 9</p>	<p>None</p>	<p>1.0</p>

## Physical Education

Course Name/Description	Course Number	Prerequisite	Units
<p><b>Health &amp; Personal Fitness(BPE)</b>            Health provides a direct and factual approach to health education that is practical, personal, and positive. Topics include safety, drug education, nutrition, personal health, growth and development, building self-esteem, and relationship skills. By acquiring the knowledge, attitudes, and skills necessary to a healthful life, students learn to take responsibilities for their own health. Personal Fitness is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course will emphasize strategies for maintaining good cardiovascular endurance, flexibility, muscular strength and endurance, and body composition.</p>	<p>3 6 . 0 5 8 0 0 9 9</p>	<p><b>All 9<sup>th</sup> grade students are automatically enrolled in Health/BPE</b></p>	<p>1.0</p>
<p><b>Weight Training</b>            Due to the limited space in weight training, 9<sup>th</sup> grade students may not elect to take this class. If you are participating in high school athletics, contact your coach about taking this class. If your coach indicates that you should enroll in this class, then write the sport and coach's name in the "Course Name" space on the elective worksheet. Leave "Course Number" blank.</p>	<p>Write the name of the sport and the coach's name in "Course Name"            Leave Course # blank</p>	<p>Recommendation by high school coach only</p>	

# 2024-2025 Elective Course Registration Worksheet

Use this worksheet to determine your elective courses for the 2024– 2025 School year. You will make your selection using the online form.

\*\*\*Core courses are listed in the student registration handbook as a reference only. **Students do not choose their core courses.** Eighth grade teachers use current grades, work habits, and academic performance to determine in which courses students should be placed. GA Milestones & placement tests may also be used to determine course placement. Please discuss core recommendations with your 8<sup>th</sup> grade teacher for that class.

\*\*\*Foreign Language **IS** an elective and must be entered on this form. Your teacher does NOT enter it.

Choose your electives in order of ranking

<b>Elective 1</b>	
<b>Elective 2</b>	
<b>Elective 3</b>	
<b>Elective 4</b>	
<b>Alternate 1</b>	
<b>Alternate 2</b>	

Every effort will be made to schedule courses selected. In some cases, the classes selected result in a scheduling conflict or the spaces were filled by upperclassmen. If the conflict cannot be eliminated, one (or both) of the alternates will be used to replace the course(s) causing the conflict. **Courses listed as alternates can appear on your schedule.**

