

Note: Rising 8th graders must use the “2025-2026 Freshman Registration Handbook” available online

# Hillgrove High School

**2025-2026**

## **Course Catalog**



(for current high school students)

Hillgrove High School  
4165 Luther Ward Rd.  
Powder Springs, GA 30127  
(678) 331-3961

### Administration

Principal ..... [Angela Stewart](#)  
Assistant Principal/Athletic Director ..... [Jonathan Brown](#)  
Assistant Principal ..... [Bryan Defreezer](#)  
Assistant Principal ..... [Cassandra Mathious](#)  
Assistant Principal ..... [Brandon Morris](#)  
Assistant Principal ..... [Amy Pothel](#)  
Assistant Principal ..... [Yolanda Rogers](#)  
Special Services Administrator ..... [Charles Few](#)

### School Counseling Office (based on student last name)

A – Con ..... [Brianna Berry](#)  
Coo – Gom ..... [Devante Washington](#)  
Gon– Ko ..... [Myranda Calloway](#)  
Kp – Od ..... [Heather Boyle](#)  
Oe – Sh ..... (Dept. Chair) [Myesha Davis](#)  
Si – Z ..... [Tina Amand](#)

### Department Chairs

English ..... [Sylvia Spruill](#)  
Mathematics ..... [Julie Pinto](#)  
Science ..... [Samantha Brown](#)  
Social Studies ..... [Kate Gaffney](#)  
World Languages ..... [Sarah Bowers](#)  
Fine Arts ..... [Sara Stickle](#)  
Career Tech ..... [Katherine Brink](#)  
Health/PE ..... [Susan Milam](#)  
Special Education ..... [Annette Tucker](#)

# Course Registration Process

(For current Hillgrove students in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades)

Current Hillgrove students will register for courses for the 2025-2026 school year by having teachers place course labels on their official registration forms. Students must have eight (8) course labels on their registration forms (English, math, science, social studies, and four (4) electives) to complete registration. Additionally, students should **write** two (2) alternate electives on the back of their registration form. The alternate electives may be used to replace a selected elective if a scheduling conflict occurs.

## Registration Preparation

Students should review the 2025-2026 Course Catalog to select courses for next school year. The course catalog is available electronically on our website, and teachers have a printed copy in their classrooms with additional copies in the media center, counseling office, and front office.

\*\*\*Students are encouraged to use the **Course Registration Worksheet** (the last page of the catalog) to plan which courses they wish to take next year.

\*\*\*Some courses (yearbook, newspaper, work-based learning, mentorship, minimum day, CVA/GaVS online courses, December graduate, and dual enrollment) require applications and/or teacher recommendation forms that must be completed prior to registration. Contact the teacher or your counselor to get applications **before registration begins**. Return the applications by February 7 so that you will be eligible to receive course labels during registration.

## Monday, February 10 (Course Registration Begins)

All students will go to homeroom at the beginning of the day. 9<sup>th</sup> – 11<sup>th</sup> grade students will get official registration forms and transcripts.

\*\*\*Students are responsible for their registration forms; they must keep up with the form all week and turn it in at the end of the week when called by last name to enter their courses.

## Tuesday, February 11 and Wednesday, February 12

Students will be able to get course labels from all departments during their lunch period.

Students should make sure they have filled all eight (8) spaces on their registration forms and selected two alternate electives on the back of the registration form. (Alternates should be hand-written; labels are not required.)

## Thursday, February 13 and Friday, February 14

Students will be called to the auxiliary gym by grade level to enter their courses into the scheduling database. Students with incomplete registration forms (any form with less than eight (8) course labels) must get missing course labels before they will be allowed to enter their course registration. All departments will be available with course labels. After entering their course registration, students will receive a confirmation receipt indicating the courses for which they have been registered. Instructions to change a course are included on the confirmation receipt.

**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> Algebra Geometry Advanced Algebra 1 additional math unit
Science	<b>4 Units Including:</b> 1 Unit Biology 1 Unit Chemistry or Earth Systems or Environmental Science 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 World 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.  <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. <b>NOTE:</b> Some out-of-state universities require a fine arts credit while others require both a fine arts credit and a computer/technology credit. It is the student's responsibility to check college entrance requirements for the institution he or she plans to attend.
Health and Physical Education <b>NOTE:</b> Students who earn 3 units in JROTC will have met the health & personal fitness requirement.	<b>1 Unit Including:</b> ½ Unit Health ½ Unit Personal Fitness
Electives	<b>4 Units</b>
<b>TOTAL UNIT MINIMUM</b>	<b>23 Units</b>

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

### College and Career Pathways

The GA Dept of Education recommends that every student complete a college and/or career pathway. Some students will complete more than one pathway. Pathways can be Advanced Academic, World Language, Fine Arts, or CTAE. More information on pathways can be found at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/pathways.aspx>

**Advanced Academic Pathway:** An Advanced Academic Pathway is followed in any core content area: English, mathematics, science, or social studies. Students complete an Advanced Academic Pathway when they have completed the required courses for graduation and one of the courses is either AP or dual enrollment. Additionally, students must earn credit in two (2) sequential courses in one world language.

**World Language Pathway:** Students complete a World Language Pathway when they have completed three sequential courses in one world language.

**Fine Arts Pathway:** Students complete a Fine Arts Pathway when they have completed three sequential courses in Visual Arts, Theater Arts, Band, Chorus, Orchestra, or Journalism.

**CTAE Pathway:** Students complete a CTAE Pathway when they have completed a series of three or four specific courses in a CTAE approved pathway. CTAE pathway courses are listed in this catalog at the beginning of the CTAE section.

## HOPE & Zell Miller Scholarships (from [gafutures.org](http://gafutures.org))

### Understanding the High School HOPE GPA

The high school HOPE GPA calculation is used for the purpose of determining academic eligibility for HOPE Scholarship and Zell Miller Scholarship. A student's high school HOPE GPA is not the same as his or her high school GPA.

Accredited Georgia public and private high schools electronically submit transcript data and academic rigor to GSFC for the calculation for HOPE or Zell Miller Scholarship GPA to determine students' initial academic eligibility.

### Courses

The high school HOPE GPA calculation includes [core courses](#) as defined by GaDOE.

The eligible core courses begin with the following prefixes:

- English - course numbers beginning with 23
- Mathematics - course numbers beginning with 27
- Science – course numbers beginning with 26 or 40
- Social studies – course numbers beginning with 45
- Foreign language – course numbers beginning with 60 – 64
- Specific fourth science courses from [GaDOE's Fourth Science List](#)

### Grades and Weighting

All grades earned (pass and fail) for attempted coursework in the core subjects during the student's 9th through 12th grade years that could be used to satisfy a core course graduation requirement, according to GaDOE, is equated to a grade on a traditional 4.0 scale to two decimal places, where an "A" equals 4.0, "B" equals 3.0, "C" equals 2.0, "D" equals 1.0, and "F" equals 0.

From the eligible core courses, any weighting added by the high school is removed, then half a point (0.5) is added back to grades of "B", "C", "D", and "F" for Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment (DE) degree-level core courses.

**Note:** The grade of "A" does not receive the additional weight due to the traditional 4.0 scale (maximum of four points per grade).

**Note:** Honors coursework is not weighted.

**Note:** The HOPE Scholarship GPA calculation does not allow for any rounding.

### 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.

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

1. 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;
2. 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;
3. Foreign language courses taken at the high school, or taken for degree level credit at an Eligible Postsecondary Institution; or
4. Advanced Placement, International Baccalaureate or Dual Enrollment degree-level core courses.

### My High School HOPE GPA

Georgia public and private high school students may check their high school HOPE GPA calculation and status upon completion of the 9<sup>th</sup> grade and by signing into their GAfutures account and select [My High School HOPE GPA](#).

# 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 his or her registration form with the help of his or her IEP team (parent, case manager, special education lead teacher, and regular education teacher) to ensure that requirements in the IEP are met.

## English/Language Arts

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Tenth Grade Lit/Comp (Y)</b>                      focuses on a study of literary genres; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. While the focus is argumentative writing, the student will also demonstrate competency in a variety of writing genres: argument, informative/explanatory, and narrative. The student will engage in research, timed writings, and the writing process.</p>	23.0620011	1.0	2 <sup>nd</sup> -year students
<p><b>Honors World Lit/Comp (Y)</b>                      is an accelerated college prep course that focuses on the same standards as World Literature and Composition but has an increased emphasis on writing and critical thinking through the study of literature selections from a variety of world voices. Students will engage in timed writing and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. Students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p>	23.0630003 Extra quality point: 0.50	1.0	2 <sup>nd</sup> -year students
<p><b>American Lit/Comp (Y)</b>                      focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. Students develop an understanding of chronological context and the relevance of period structures in American literature in addition to the ways the period of literature affects its structure and meaning. Students read a variety of informational and literary texts in all genres and modes of discourse. While expository writing is the focus in American literature, students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. Students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. Students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p>	23.0510011	1.0	3 <sup>rd</sup> -year students

<p><b>Honors American Lit/Comp (Y)</b>  focuses on the same standards as American Literature/Comp but has an increased emphasis on writing and critical thinking through the study and discussion of expository and argumentative essays. Students develop an understanding of major themes and ideas that inform American literature. Students read a variety of informational and literary texts in all genres and modes of discourse. In American Literature students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and expository. Students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. Students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p>	<p>2 3 . 0 5 1 0 0 0 3</p> <p>Extra quality point: 0.50</p>	<p>1.0</p>	<p>3<sup>rd</sup>-year students</p>
<p><b>AP English Language w/Amer Lit (Y)</b>  a college-level course that emphasizes critical thinking, reading, and writing through the study and discussion of expository, analytical, and argumentative essays. Stresses the connection between reading and writing mature prose. The students will develop an understanding of how historical context in American literature affects its structure, meaning, and rhetorical stance.</p>	<p>2 3 . 0 5 3 0 0 9 5</p> <p>Extra quality point: 1.0</p>	<p>1.0</p>	<p>3<sup>rd</sup>-year students</p>
<p><b>Advanced Composition (Y)</b>  focuses on preparing students for writing both during and after the high school experience. The class is designed as a comprehensive study of writing that will examine skills and modes of writing beyond what students acquire in a traditional, literature survey course. With the incorporation of cultural texts and unique points of view, students will elevate their writing style and voice by incorporating learned grammar and tools.</p>	<p>2 3 . 0 3 4 0 0 1 1</p>	<p>1.0</p>	<p>4<sup>th</sup>-year students</p>
<p><b>Dramatic Writing (Y)</b>  (Film, Television, and Theatre) –Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing texts and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage.</p>	<p>5 2 . 0 9 2 0 0 1 1</p> <p>(students who earn 1 unit of credit for this course will also receive 1 unit of credit for Adv Comp 27.0340011)</p>	<p>2.0</p>	<p>4<sup>th</sup>-year students</p>
<p><b>AP English Literature &amp; Comp (Y)</b>  This college-level course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. Students will explore the social and historical values that works reflect and embody.</p>	<p>2 3 . 0 6 5 0 0 9 5</p> <p>Extra quality point: 1.0</p>	<p>1.0</p>	<p>4<sup>th</sup>-year students</p>

<p><b>Speech &amp; Sociology (Y)</b>  <b>Speech</b> provides a detailed study of forensic speaking including extemporaneous speaking, oration, and interpretation of literature, and debate.  <b>Sociology</b> is a study of human society and social behavior. The purpose of the course is to provide students with a basic understanding of how humanity is shaped largely by the groups to which people belong and by the social interactions that take place within those groups. These courses are taught concurrently during a semester on alternating days.</p>	<p>2 3 . 0 4 6 0 0 1 1</p>	<p>2.0</p>	<p>3<sup>rd</sup> and 4<sup>th</sup>- year students</p>
<p><b>Journalism: Yearbook (Y)</b>  are courses that explore journalistic writing through the analysis of yearbooks. It concentrates on the purpose, influence and structure, and language use. It also covers news gathering, ethics, copy writing, editing and revising. The course includes layout, circulation and production as minor aspects. This course has a year-long commitment.</p>	<p>2 3 . 0 3 2 0 0 1 1  (semester 1)</p> <p>2 3 . 0 3 3 0 0 1 1  (semester 2)</p>	<p>1.0  1.0</p>	<p>Application Required (See Dr. McClure in Rm 2217)</p>
<p><b>Journalism: Newspaper (Y)</b>  a course that focuses on journalistic writing through analysis of newspaper, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Students will participate in news gathering, the study of ethics, and the aspects of copy writing, editing, &amp; revising.</p>	<p>2 3 . 0 3 2 0 0 2 3</p>	<p>1.0</p>	<p>See Dr. George in Rm 2502 for course label</p>
<p><b>Journalism: Literary Magazine (Y)</b>  a course that explores creative writing techniques, genres, and the writing process. The class provides opportunities in writing proficiency with an emphasis on creativity in regard to poetry, fiction, nonfiction, drama, and screen writing. In addition, the class will provide practice in literary publishing with the goal of creating a literary magazine. The student will explore contemporary authors, views on writing, work shopping skills, and publishing goals.</p>	<p>2 3 . 0 3 2 0 0 0 7</p>	<p>1.0</p>	<p>See Mr. Broome in Rm 2206 for course label</p>
<p><b>Introduction to Professional Writing (Writer's Workshop)</b>  offers opportunities for students to explore different writing genres: argument, informative/explanatory, and narrative modes of discourse. The students will study different writers and their writing styles. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: fluency, style, diction, mechanics, grammar, imaginative expressions, and details. The course allows students to utilize the writing process to write independently to improve their writing.</p>	<p>2 3 . 0 3 1 0 0 1 1</p>	<p>1.0</p>	<p>See Dr. McClure in Rm 2506 for course label</p>



# Mathematics

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Geometry (Y)</b> Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. The course includes analyzing and applying polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.</p>	2 7 . 0 8 2 1 0 1 1	1.0	Algebra
<p><b>Geometry (A/B)</b> <b>Geometry Support (A/B)</b> is a year-long course that is used to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need to successfully complete their regular grade-level mathematics course. Geometry Support is an elective course that is taken concurrently with Geometry.</p>	2 7 . 0 8 2 1 0 0 8 2 7 . 0 8 2 2 0 0 9 (Support replaces one elective)	1.0 1.0	Teacher Rec. & Remedial Ed. Indicators
<p><b>Honors Geometry (Y)</b> This course contains all of the standards as the on-level course with additional standards and more depth of knowledge. The course is intended for students who completed Algebra in the 8<sup>th</sup> grade or excelled in Algebra in the 9<sup>th</sup> grade.</p>	2 7 . 0 8 2 1 0 0 3  Extra quality point: 0.50	1.0	Honors Algebra
<p><b>Advanced Algebra (Y)</b> Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will solve trigonometric equations using the unit circle, explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, and rational expressions, equations and functions to further understand the world around them.</p>	2 7 . 0 8 3 1 0 1 1	1.0	Geometry
<p><b>Advanced Algebra (A/B)</b> <b>Advanced Algebra Support (A/B)</b> is a year-long course that is used to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need to successfully complete their regular grade-level mathematics course. Advanced Algebra Support is an elective course that is taken concurrently with Advanced Algebra.</p>	2 7 . 0 8 3 1 0 0 8 2 7 . 0 8 3 2 0 0 9	1.0	Teacher Rec. & Remedial Ed. Indicators
<p><b>Honors Advanced Algebra (Y)</b> This course contains all of the standards as the on-level course with additional standards and more depth of knowledge.</p>	2 7 . 0 8 3 1 0 0 3  Extra quality point: 0.50	1.0	Honors Geometry

<p><b>Precalculus (Y)</b>  This course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities.</p>	<p>2 7 . 0 8 4 1 0 1 1</p>	<p>1.0</p>	<p>Advanced Algebra</p>
<p><b>Honors/AP Precalculus (Y)</b>  is the last course in a sequence of honors courses designed to enable students to take higher level mathematics courses including AP Calculus and Multivariable Calculus during their high school careers. This course contains all of the standards as the on-level course with additional standards and more depth of knowledge.</p>	<p>2 7 . 0 8 4 1 0 0 3  Extra quality point: 1.0</p>	<p>1.0</p>	<p>Honors Advanced Algebra</p>
<p><b>Advanced Financial Algebra (Y)</b>  is a fourth-year mathematics course. Students will create, apply, and interpret a wide variety of algebraic function-models to aid in real-world decision making. Financial contexts for these 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.</p>	<p>2 7 . 0 8 4 3 0 1 1</p>	<p>1.0</p>	<p>Advanced Algebra (4<sup>th</sup> year students only)</p>
<p><b>Statistical Reasoning (Y)</b>  is a fourth-year mathematics course. The course offers students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question.</p>	<p>2 7 . 0 8 8 0 0 1 1</p>	<p>1.0</p>	<p>Advanced Algebra (4<sup>th</sup> year students only)</p>
<p><b>AP Statistics (Y)</b>  is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Probability is the tool used to anticipate future behavior of data associated with a given model. Statistical inference is a process used to make decisions stemming from observed.</p>	<p>2 7 . 0 7 4 0 0 9 5  Extra quality point: 1.0</p>	<p>1.0</p>	<p>Advanced Algebra</p>

<p><b>AP Calculus AB (Y)</b>  is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least one semester of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized.</p>	<p>2 7 . 0 7 2 0 0 9 5  Extra quality point: 1.0</p>	<p>1.0</p>	<p>Honors  Precalculus</p>
<p><b>AP Calculus BC (Y)</b>  is a course in single-variable calculus that continues Calculus B and explores additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series.</p>	<p>2 7 . 0 7 3 0 0 9 5  Extra quality point: 1.0</p>	<p>1.0</p>	<p>AP Calculus  AB</p>
<p><b>Multivariable Calculus (Y)</b>  includes three-dimensional coordinate geometry; matrices and determinants; eigenvalues and eigenvectors of matrices; limits and continuity of functions with two independent variables; partial differentiation; multiple integration; linear first-order differential equations; and many other topics.</p>	<p>2 7 . 0 7 7 0 0 0 3  Extra quality point: 1.0</p>	<p>1.0</p>	<p>AP Calculus  BC  (See Mrs.  MacIntyre or  Mrs. Pinto for  more info.)</p>

# Science

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Physics (Y)</b> is a detailed study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics, electricity, and magnetism. Vector mathematics and Algebraic analysis are used.</p>	4 0 . 0 8 1 0 0 1 1	1.0	Biology <b>And</b> Algebra I
<p><b>Environmental Science (Y)</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.</p>	2 6 . 0 6 1 1 0 1 1	1.0	Biology <b>or</b> Admin Placement
<p><b>Honors Chemistry (Y)</b> is an accelerated introduction to the study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern-day industry and economics. Because of the abstract nature of atoms and molecules there is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis. At the honors level there is a significant amount of mathematics.</p>	4 0 . 0 5 1 0 0 0 3  Extra quality point: 0.50	1.0	Hnrs Biology <b>And</b> Algebra I <b>or</b> Biology & Teacher Rec.
<p><b>AP Environmental Science (Y)</b> is the scientific systematic examination of the interrelationships of the natural world. The student will be able to identify and analyze environmental problems both natural/human-made, to evaluate the relative risks associated with these problems, &amp; to examine alternative solutions for resolving and/or preventing them.</p>	2 6 . 0 6 2 0 0 9 5  Extra quality point: 1.0	1.0	Hnrs Biology <b>And</b> Hnrs Chemistry
<p><b>Chemistry (Y)</b> is a study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern day industry and economics. Because of the abstract nature of atoms and molecules there is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis.</p>	4 0 . 0 5 1 0 0 1 1	1.0	Biology <b>And</b> Physics
<p><b>Honors Physics (Y)</b> is an accelerated, in-depth study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics and electricity and magnetism. Vector mathematics and Algebraic analysis are used extensively.</p>	4 0 . 0 8 1 0 0 0 3  Extra quality point: 0.50	1.0	Hnrs Chem <b>And</b> Hnrs Alg II

<p><b>AP Chemistry (Y)</b> is designed to be the equivalent of a college introductory chemistry course usually taken by students who have an interest in biological sciences, physical sciences, or engineering. The Advanced Placement Chemistry course expands the knowledge and skills gained during the introductory high school chemistry course. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry.</p>	<p>4 0 . 0 5 3 0 0 9 5 Extra quality point: 1.0</p>	<p>1.0</p>	<p>Honors Chemistry</p>
<p><b>AP Physics 1 (Y)</b> is an algebra-based physics course that covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound, and electrical circuits.</p>	<p>4 0 . 0 8 3 1 0 9 5 Extra quality point: 1.0</p>	<p>1.0</p>	<p>2 units of Science And Adv Algebra</p>
<p><b>Earth Systems (Y)</b> develops explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth.</p>	<p>4 0 . 0 6 4 0 0 1 1</p>	<p>1.0</p>	<p>4<sup>th</sup>-year students</p>
<p><b>Astronomy (Y)</b> is the study of the matter and energy beyond the earth's atmosphere and the relationship between the earth and that matter and energy. Topics include the structure and origin of planets and planetesimals, stars, galaxies and galaxy clusters, dark matter, the edge of the universe, and the energy of the universe.</p>	<p>4 0 . 0 2 1 0 0 1 1</p>	<p>1.0</p>	<p>4<sup>th</sup>-year students</p>
<p><b>Zoology (Y)</b> is a systematic study of the animal kingdom and their basic identification characteristics. Emphasis will be placed on comparative anatomy, as well as on the methods that each phyla uses to accomplish the basic life processes.</p>	<p>2 6 . 0 7 1 0 0 1 1</p>	<p>1.0</p>	<p>4<sup>th</sup>-year students</p>
<p><b>Honors Human Anatomy (Y)</b> covers the same standards as Human Anatomy but is accelerated and explores topics deeper. It is designed for students interested in pursuing advanced sciences or careers in science, engineering, or medicine.</p>	<p>2 6 . 0 7 3 0 0 0 3 Extra quality point: 0.50</p>	<p>1.0</p>	<p>4<sup>th</sup>-year students</p>
<p><b>Honors Forensics (Y)</b> Students will learn the scientific protocols for analyzing a crime scene, how to use 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.</p>	<p>4 0 . 0 9 3 0 0 0 3 Extra quality point: 0.50</p>	<p>1.0</p>	<p>4<sup>th</sup>-year students (Biology, Physics, &amp; Chemistry)</p>
<p><b>AP Physics C: Mechanics (Y)</b> is a calculus-based physics course that covers kinematics, dynamics, energy, momentum, rotation, gravitation and oscillation. This course is the first of a two-course sequence that is equivalent to the introductory physics sequence taken by science and engineering students at most colleges and universities.</p>	<p>4 0 . 0 8 4 1 0 9 5 Extra quality point: 1.0</p>	<p>1.0</p>	<p>Honors Physics And AP Calculus</p>

<p><b>AP Biology (Y)</b>  is designed to be the equivalent of a college introductory biology course usually taken by biology or other science majors during their first year. The Advanced Placement course in biology differs significantly from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered, laboratory work done by students, and the time and effort required of students. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with science of biology.</p>	<p>26.0140095  Extra quality point: 1.0</p>	<p>1.0</p>	<p>Honors  Biology  <b>And</b>  Honors  Chemistry</p>
<p><b>Advanced Genetics/DNA Research (Y)</b>  is a research-based course utilizing the latest DNA technology. The course emphasis is on emerging technology and recent academic advancements that will enable students to conduct advanced investigations and research. Students will work independently and collaboratively on research problems. In addition to the adopted text, there will be additional required studies that will include latest works written about advances in genetics.</p>	<p>26.0640087  Extra quality point: 1.0</p>	<p>1.0</p>	<p>Taken  concurrently  with  AP Biology</p>

# Social Studies

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>World History (Y)</b> is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilizations from the time of recorded history to present. Concepts and skills in problem solving and critical thinking are developed.</p>	4 5 . 0 8 3 0 0 1 1	1.0	None
<p><b>Honors World History (Y)</b> is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the industrial revolution (5000 B.C. – 1800’s) and from the rise of nationalism to contemporary times (1800’s – present). Critical thinking and problem solving are stressed. Extensive reading and writing are required.</p>	4 5 . 0 8 3 0 0 0 3 Extra quality point: 0.50	1.0	None
<p><b>AP World History: Modern (Y)</b> students will study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Units of study include The Global Tapestry, Networks of Exchange, Land-Based Empires, Transoceanic Interconnections, Revolutions, Consequences of Industrialization, Global Conflict, Cold War &amp; Decolonization, and Globalization.</p>	4 5 . 0 8 1 1 0 9 5 Extra quality point: 1.0	1.0	Hnrs World Geography <b>or</b> AP Human Geography
<p><b>U. S. History (Y)</b> is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America’s social, political, and economic evolution from colonization to its current position as a world leader.</p>	4 5 . 0 8 1 0 0 1 1	1.0	World History
<p><b>Honors U. S. History (Y)</b> is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America’s social, political, and economic evolution during the formative years to present. Emphasis on inquiry &amp; analysis of historical situations. Extensive reading/writing are required.</p>	4 5 . 0 8 1 0 0 0 3 Extra quality point: 0.50	1.0	World History
<p><b>AP U. S. History (Y)</b> The course targets political and social aspects of history, but also includes diplomatic, economic and intellectual history. The course will involve extensive readings, independent study and frequent written analysis to prepare students for the AP examination.</p>	4 5 . 0 8 2 0 0 9 5 Extra quality point: 1.0	1.0	Hnrs <b>or</b> AP World History

<p><b>American Government</b> is a study of the local, state, and federal governmental functions. Citizenship rights and responsibilities are emphasized. Focus areas include development of our political system, federalism, civil liberties, political parties, political theory and comparative government. Study of the functions of our executive, legislative, and judicial branches.</p> <p><b>Economics w/Personal Financial Literacy</b> is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary/fiscal policies, &amp; international trade. Financial literacy describes the skills needed for understanding the interactions of people with money and related matters, and this course is embedded in the Economics course.</p>	<p>4 5 . 0 5 7 0 0 1 0</p> <p>4 5 . 0 6 1 0 0 1 0</p>	<p>½</p> <p>½</p>	<p>US History</p>
<p><b>Honors American Govt.</b> is an accelerated and deeper study of the American Government curriculum.</p> <p><b>Honors Economics w/Financial Literacy</b> is an accelerated and deeper study of the Principles of Economics curriculum with Financial Literacy standards embedded in the Economics course.</p>	<p>4 5 . 0 5 7 0 0 0 2 Extra quality point: 0.25</p> <p>4 5 . 0 6 1 0 0 0 2 Extra quality point: 0.25</p>	<p>½</p> <p>½</p>	<p>US History</p>
<p><b>AP U.S. Government &amp; Politics (Y)</b> conforms to the College Board topics for AP US Government &amp; Politics which is the study of local, state, &amp; federal government functions. Focus areas include the development of the political system, federalism, political parties, &amp; political theory.</p>	<p>4 5 . 0 5 2 0 0 9 5 Extra quality point: 1.0</p>	<p>1.0</p>	<p>Hrs or AP US History</p>
<p><b>AP Microeconomics (Y)</b> conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government</p>	<p>4 5 . 0 6 3 0 0 9 5 Extra quality point: 1.0</p>	<p>1.0</p>	<p>Hrs or AP US History</p>
<p><b>Psychology (Y)</b> gives a general overview of the principles and concepts of psychology, including learning theory, perception, intellectual, and social development, abnormal behavior, and interpersonal relationships. The purpose of this course is to provide students with a better understanding of the dynamics that shape our own behaviors as well as the behaviors of others.</p>	<p>4 5 . 0 1 5 0 0 9 9</p>	<p>1.0</p>	<p>2<sup>nd</sup> and 3<sup>rd</sup> year students</p>
<p><b>Ethnic Studies (Y)</b> is intended to make students more aware of their role in society. Students study the role and behavior of various ethnic, religious, racial, and gender groups and how these groups interact to form our diverse, pluralistic society. The objective of the course is to encourage a higher degree of objectivity, tolerance, awareness, and understanding for one's own heritage and the heritage of others who make up our society.</p>	<p>4 5 . 0 3 2 0 0 9 9</p>	<p>1.0</p>	<p>2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year students</p>



<p><b>Sports in US Society (Y)</b> examines the vital sociological role of sport in the making of United States society &amp; 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 &amp; 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.</p>	<p>4 5 . 0 1 9 0 0 1 1</p>	<p>1.0</p>	<p>3<sup>rd</sup> and 4<sup>th</sup> year students</p>
<p><b>Speech &amp; Sociology (Y)</b> <b>Speech</b> provides a detailed study of forensic speaking including extemporaneous speaking, oration, and interpretation of literature, and debate. <b>Sociology</b> is a study of human society and social behavior. The purpose of the course is to provide students with a basic understanding of how humanity is shaped largely by the groups to which people belong and by the social interaction that take place within those groups. These courses are taught concurrently during a semester on alternating days.</p>	<p>2 3 . 0 4 6 0 0 1 1</p>	<p>2.0</p>	<p>3<sup>rd</sup> and 4<sup>th</sup> year students</p>
<p><b>AP Psychology (Y)</b> is a college level survey course with study in Learning Theory, Abnormal Behavior, and Social Psychology. Extensive reading, writing, and statistical analysis are required by students.</p>	<p>4 5 . 0 1 6 0 0 9 5 Extra quality point: 1.0</p>	<p>1.0</p>	<p>3<sup>rd</sup> and 4<sup>th</sup> year students and Teacher Rec.</p>
<p><b>US History in Film (Y)</b> offers students a unique way to view American history through the Hollywood lens. Through film analysis, students will gain a new insight into the historical events that occurred from the American Revolution through recent US history. The course will demand 12th grade-level composition work, honing student writing and revision skills as they write reaction and analysis papers to films viewed in class. In addition to learning the historical accounts, students will explore character development, conflict, theme, symbolism, foreshadowing, and geographical/social/cultural settings.</p>	<p>4 5 . 0 8 1 2 0 1 1</p>	<p>1.0</p>	<p>US History and 4<sup>th</sup> year students only</p>
<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 Human Geography Curriculum.</p>	<p>4 5 . 0 7 7 0 0 9 5 Extra quality point: 1.0</p>	<p>1.0</p>	<p>Teacher Rec.</p>

# World Language Diploma Seals

## International Skills Diploma Seal Requirements World Languages

1. **Three** levels of language credits in the same language, or three courses labeled as ESOL courses.

### **International Focus**

1. At least **four** credits from courses below, but each year new courses may be added:

English	Social Studies	CTAE/Business	Science
Honors World Lit	AP Government	JROTC Navy	AP Environmental
British Lit	AP / World History	Entrepreneurship	Environmental
AP English Lit	World Geography	Audio/Video/Tech/Film	
Multicultural Lit	AP Micro/Macro Econ	Graphic Design	<b>Fine Arts</b>
Speech & Sociology	Current Issues	Culinary Arts	Visual Arts
Journalism	AP/Psychology	Sports/Entertainment	Comprehensive
	Economics	Computer Science	Applied Design I
	Sociology	Drafting/Design	Applied Design II
	Current Issues		Chorus
	AP Human Geo		Beginning I/II
	Ethnic Studies		Intermediate I/II
			Advanced I/II

2. At least **four** extracurricular activities and experiences with global themes and/or in global contexts.

Some examples are:

- International Travel; Foreign Exchange Programs
- French Club, French Honor Society, Spanish Club, Spanish Honors Society, HOPE
- Art Hawks
- DECA
- FBLA
- Model UN
- Debate Team
- Muslim Student Association
- Science Olympiad
- Girl Talk
- Multi-Cultural Club
- Habitat for Humanity
- Chick-Fil-A Leadership
- Governor's Honors program participation

3. **Twenty** hours of community service with international focus. Hours may be from your entrance date in the 9<sup>th</sup> grade up to April of your graduation year.

- International travel that includes community service in international countries
- Writing/publishing/sharing/reading books with elementary students and families.
- Tutoring and mentoring through Spanish Honor Society and HOPE
- Multi-Cultural Club Festival
- Girl Talk- mentor younger girls of all cultures from the middle school
- Shop with a Hawk-mentor younger children in our feeder elementary schools
- Habitat for Humanity service projects
- Hillgrove Band Marching Out Hunger
- Food, Clothing, and Shoe Drives

Capstone presentation showing your experience becoming a global citizen, to be scheduled for Spring of your senior year. This presentation will be 3 – 5 minutes detailing your evidence of completion of the seal with follow-up questions by the panel on your experiences. The 2 – 4 person panel will be comprised of HHS staff as well as community members. You should be able to defend how and why you have grown as a productive member of our global society.

## **Biliteracy Diploma Seal Requirements**

1. Completion of all English language arts requirements for graduation with an overall grade point average of 3.0 or above in those classes.
2. Proficiency in one or more languages other than English, demonstrated by:
  - passing a foreign language advanced placement examination with a score of 4 or higher
  - passing an international baccalaureate examination with a score of 5 or higher

for languages in which an advanced placement examination is not available, check with your school World Language Department for approved Georgia Department of Education approved examinations.

## **World Languages**

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>French I (Y)</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.	6 0 . 0 1 1 0 0 1 1	1.0	None
<b>French II (Y)</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/grammatical structures necessary for limited personal communication and an appreciation of diversity in the French-speaking world.	6 0 . 0 1 2 0 0 1 1	1.0	French I
<b>Honors French III (Y)</b> is designed to further develop a student's communication skills and cultural appreciation of the French-speaking world. The student will be able to participate in a variety of oral and written activities.	6 0 . 0 1 3 0 0 0 3 Extra quality point: 0.50	1.0	French II <b>and</b> Teacher Rec.
<b>Honors French IV (Y)</b> is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the French-speaking world.	6 0 . 0 1 4 0 0 0 3 Extra quality point: 1.0	1.0	Honors French III <b>and</b> Teacher Rec.
<b>Honors French V (Y)</b> focuses on the development of fluent communication using authentic materials from French-speaking countries like newspapers, magazines, and web sites.	6 0 . 0 1 5 0 0 0 3 Extra quality point: 1.0	1.0	Honors French IV <b>and</b> Teacher Rec.
<b>AP French Language (Y)</b> is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing.	6 0 . 0 1 7 0 0 9 5 Extra quality point: 1.0	1.0	Honors French V <b>and</b> Teacher Rec.

<p><b>Spanish I (Y)</b> 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.</p>	6 0 . 0 7 1 0 0 1 1	1.0	None
<p><b>Spanish II (Y)</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/grammatical structures necessary for limited personal communication and an appreciation of diversity in the Spanish-speaking world.</p>	6 0 . 0 7 2 0 0 1 1	1.0	Spanish I
<p><b>Honors Spanish II (Y)</b> is designed for the student who has demonstrated superior facility in foreign language and offers a variety of opportunities for enrichment and oral work. The goal for certain grammatical functions will be full control rather than partial control.</p>	6 0 . 0 7 2 0 0 0 3 Extra quality point: 0.50	1.0	Spanish I <b>and</b> Teacher Rec.
<p><b>Honors Spanish III (Y)</b> is designed to further develop a student's communication skills and cultural appreciation of the Spanish-speaking world. The student will be able to participate in a variety of oral and written activities.</p>	6 0 . 0 7 3 0 0 0 3 Extra quality point: 0.50	1.0	Spanish II <b>and</b> Teacher Rec.
<p><b>Honors Spanish IV (Y)</b> is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the Spanish-speaking world.</p>	6 0 . 0 7 4 0 0 0 3 Extra quality point: 1.0	1.0	Honors Spanish III <b>and</b> Teacher Rec.
<p><b>Honors Spanish V (Y)</b> focuses on the development of fluent communication using authentic materials from Spanish-speaking countries like newspapers, magazines, and web sites.</p>	6 0 . 0 7 5 0 0 0 3 Extra quality point: 1.0	1.0	Honors Spanish IV <b>and</b> Teacher Rec.
<p><b>AP Spanish Language (Y)</b> is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing.</p>	6 0 . 0 7 7 0 0 9 5 Extra quality point: 1.0	1.0	Hnrs Span V <b>and</b> Teacher Rec.
<p><b>Honors Spanish VII (Y)</b> is designed to expand the student's conversational skills, to improve their pronunciation and listening comprehension, and to enable them to read longer selections in authentic Spanish. The course also emphasizes Spanish achievements in cuisine, art, music, history, medicine, and technology.</p>	6 0 . 0 7 1 1 0 0 3 Extra quality point: 1.0	1.0	AP Spanish Language <b>and</b> Teacher Rec.
<p><b>Honors Spanish IV for Native Speakers (Y)</b> is designed for the Spanish Heritage Speaker and will focus on advanced skills in reading, writing, listening, and speaking. Essay development and novel reading are integral to this course.</p>	6 0 . 0 7 9 0 0 9 9 Extra quality point: 1.0	1.0	Placement Test <b>and</b> Teacher Rec.
<p><b>Honors Spanish V for Native Speakers (Y)</b> is designed for the Spanish Heritage Speaker and will focus on advanced skills in reading, writing, listening, and speaking. Essay development, novel reading, and an in-depth study of culture, literature, and history of the Spanish-speaking world are integral to this course.</p>	6 0 . 0 7 9 1 0 9 9 Extra quality point: 1.0	1.0	H Spanish IV for Native Speakers

## Visual Arts

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Visual Arts: Comprehensive (Y)</b> 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	1.0	Not available for seniors
<p><b>Applied Design I (Y)</b> emphasizes design elements and principles in the production of artwork. It stresses proper use of equipment, vocabulary and technical terms and investigates the computer and its role in design. Includes a cultural &amp; historical study of design works of different periods, cultures and styles.</p>	5 0 . 0 4 3 1 0 9 9	1.0	Visual Art: Comp
<p><b>Applied Design II (Y)</b> emphasizes and enhances skills acquired in level 1 course and provides additional opportunities to apply design elements and principles to art production. Computer generated designs, architecture, product designs and graphic design will be investigated.</p>	5 0 . 0 4 3 2 0 9 9	1.0	Applied Design I
<p><b>Drawing &amp; Painting I (Y)</b> introduces drawing &amp; painting techniques and a variety of drawing &amp; painting media. Emphasizes development of drawing &amp; painting skills and utilizes problem solving skills to achieve desired results.</p>	5 0 . 0 3 1 3 0 9 9	1.0	Visual Art: Comp
<p><b>Drawing &amp; Painting II (Y)</b> introduces advanced drawing &amp; painting techniques and focuses on individual expression. Problem solving skills are challenged to achieve mastery of techniques and materials.</p>	5 0 . 0 3 1 4 0 9 9	1.0	Draw/Paint I
<p><b>Drawing &amp; Painting III (Y)</b> extends advanced drawing &amp; painting techniques and focuses on individual expression. Problem solving skills are challenged to achieve mastery of techniques and materials.</p>	5 0 . 0 3 1 5 0 9 9	1.0	Draw/Paint II
<p><b>Drawing I (Y)</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 artists.</p>	5 0 . 0 3 1 1 0 9 9	1.0	Draw/Paint II <b>and</b> Teacher Rec.
<p><b>Photography I (Y)</b> introduces photography as an art form and covers the historical development of photography and photographic design. A formal photographic critiquing method will be taught and used in evaluating works of others &amp; self. Introduces enlarging negatives and stresses composing and processing techniques using a 35mm camera &amp; pinhole camera. The safe use of photographic materials and equipment is stressed.</p>	5 0 . 0 7 1 1 0 9 9	1.0	Draw/Paint I

<p><b>Photography II (Y)</b> enhances skills acquired in the level 1 class and provides opportunities to apply more complex photographic processes. Explores alternative, experimental developing chemicals &amp; processes. Stresses personal expression of ideas and depth of exploration in selected photo techniques.</p>	5 0 . 0 7 1 2 0 9 9	1.0	Photography I <b>and</b> Teacher Rec.
<p><b>Ceramics/Pottery I (Y)</b> introduces the characteristics of clay and design using various techniques of construction &amp; surface treatments. Studio processes are emphasized and students are involved in firing &amp; presenting clay.</p>	5 0 . 0 4 1 1 0 9 9	1.0	Visual Art: Comp
<p><b>Ceramics/Pottery II (Y)</b> enhances skills learned in the level 1 course and provides additional opportunities for various clay techniques in hand building and wheel throwing. Evaluation and aesthetic judgment of student work is emphasized and personal expression is encouraged.</p>	5 0 . 0 4 1 2 0 9 9	1.0	Ceramics/ Pottery I
<p><b>Ceramics/Pottery III (Y)</b> is an advanced level class that emphasizes the development of personal expression in clay. Advanced techniques in construction, surface treatment, and firing are explored.</p>	5 0 . 0 4 1 3 0 9 9	1.0	Ceramics/ Pottery II
<p><b>Sculpture I (Y)</b> introduces the design and production of relief sculpture and sculpture-in-the round. Includes additive &amp; subtractive modeling methods; explores traditional &amp; non-traditional materials for sculpted works. A study of the historical origin &amp; function of sculpture in a variety of cultures is included.</p>	5 0 . 0 6 1 1 0 9 9	1.0	Ceramics/ Pottery III
<p><b>AP Studio Art: Drawing (Y)</b> conforms to College Board topics for the Advanced Placement Studio Art Drawing examination and develops skills in drawing as you explore different media and approaches. This course provides students with college-level studio experiences.</p>	5 0 . 0 8 1 1 0 9 5 Extra quality point: 1.0	1.0	Teacher Rec. <b>and</b> Drawing I
<p><b>AP Studio Art: 2-D Design (Y)</b> conforms to College Board topics for the Advanced Placement Studio Art 2-D Design examination and develops skills in a two-dimensional medium such as graphic design, photography, collage, printmaking, and others as you learn the principles of 2-D design. This course provides students with college level studio experiences.</p>	5 0 . 0 8 1 3 0 9 5 Extra quality point: 1.0	1.0	Teacher Rec. <b>and</b> Drawing I
<p><b>AP Studio Art: 3-D Design (Y)</b> conforms to College Board topics for the Advanced Placement Studio Art 3-D Design examination and develops skills in a three-dimensional medium such as sculpture, architectural models, metal work, ceramics, glass work, and others as you learn the principles of 3-D design. This course provides the students with college level studio experiences.</p>	5 0 . 0 8 1 4 0 9 5 Extra quality point: 1.0	1.0	Teacher Rec.

## Music

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Band I &amp; II</b> are band performance classes that focus on the basic fundamentals of tone production, music reading, and performance. There is also focus on the technical development of the specific instrument and on the development of the combined ensemble. Students are placed in the appropriate level band by audition.</p>	<p style="text-align: center;">Levels include Intermediate, Advanced, and Mastery</p> <p style="text-align: center;"><b>This course is a year-long commitment.</b></p>	2.0	Audition
<p><b>Chorus I &amp; II</b> provides performers opportunities to increase 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. Students are placed in the appropriate level chorus by audition.</p>	<p style="text-align: center;">Levels include Intermediate, Advanced, and Mastery</p> <p style="text-align: center;"><b>This course is a year-long commitment.</b></p>	2.0	Audition
<p><b>Orchestra I &amp; II</b> are 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 on the development of the combined ensemble. Students are placed in the appropriate level orchestra by audition.</p>	<p style="text-align: center;">Levels include Intermediate, Advanced, and Mastery</p> <p style="text-align: center;"><b>This course is a year-long commitment.</b></p>	2.0	Audition
<p><b>AP Music Theory (Y)</b> conforms to College Board topics for the Advanced Placement Music Theory Examination. This course will require students to read, notate, and compose music, as well as develop skills in harmonization, techniques of modulation, key relationships, and notational skills.</p>	<p style="text-align: center;">5 3 . 0 2 3 0 0 9 5 Extra quality point: 1.0</p>	1.0	Dept. Rec.

# Theatre Arts

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Theatre Fundamentals I (Y)</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	1.0	Not available for seniors
<p><b>Musical Theatre I-IV (Semester 1) (Y)</b>  introduces the style and characteristic elements of modern musical theatre. Covers production staging, orchestration, voice and dance; offers an opportunity for team teaching through interdisciplinary collaboration with the chorus, band, art, technology, physical education and dance instructors. Offers opportunity for performance.</p>	5 2 . 0 3 1 0 0 9 9	1.0	Audition and Teacher Rec
<p><b>Acting I-IV (Semester 1) (Y)</b>  introduces or enhances advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, conviction and ideas; enhances self-confidence and self-awareness. Focuses on scene study.</p>	5 2 . 0 6 1 0 0 9 9	1.0	Theatre Fundamentals
<p><b>Advanced Drama I-IV (Semester 2) (Y)</b>  introduces or enhances acting and theatre as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication. Enhances vocal technique and specific patterns for better verbal communication.</p>	5 2 . 0 5 1 0 0 9 9	1.0	Acting and Teacher Rec.
<p><b>Technical Theatre I (Y)</b>  introduces the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.</p>	5 2 . 0 4 1 0 0 9 9	1.0	Not available for seniors
<p><b>Advanced Technical Theatre (Y)</b>  introduces or enhances advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, conviction and ideas; enhances self-confidence and self-awareness. Focuses on scene study.</p>	5 2 . 0 4 2 0 0 9 9 5 2 . 0 4 3 0 0 9 9 5 2 . 0 4 4 0 0 9 9	1.0	Tech Theatre I



# Career And Technical Education

The Georgia Department of Education has restructured the state's current Career, Technical, & Agricultural Education (CTAE) program into 17 Career Cluster Pathways that are modeled after the National Career Clusters configuration utilized by most of the United States. The 17 Career Cluster/Pathways encompass both secondary and postsecondary education and will strengthen and improve student transition from secondary to postsecondary education.

## Georgia's 17 Career Clusters:

Agriculture, Food & Natural Resources	Hospitality & Tourism*
Architecture & Construction*	Human Services
Arts, Audio/Video Tech, & Communications*	Information Technology*
Business Management & Administration*	Law, Public Safety, Corrections & Security
Education and Training	Manufacturing
Energy	Marketing*
Finance	Science, Technology, Engineering & Math*
Government & Public Administration*	Transportation, Distribution & Logistics
Health Science	

(\*Hillgrove High School offers pathways in these career clusters.)

## Architecture & Construction and S.T.E.M Architectural Drawing & Design / Engineering Drafting & Design

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Intro to Drafting &amp; Design</b> is the foundational course for both the Architectural Drawing &amp; Design pathway and the Engineering Drafting &amp; 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.</p> <p><b>Pathway Courses:</b> 1. Intro to Drafting &amp; Design 2. Architectural Drawing &amp; Design I 3. Architectural Drawing &amp; Design II</p> <p><b>Or:</b> 1. Intro to Drafting &amp; Design 2. Survey of Engineering Graphics 3. 3-D Modeling and Analysis</p>	48.5410099	1.0	Not available for seniors
<p><b>Architectural Drawing &amp; Design I (Y)</b> is the 2<sup>nd</sup> course in the Architectural Draw &amp; Design pathway. The course introduces students to the basic terminology, concepts, and principles of Architectural Design. Emphasis is placed on house designs, floor plans, roof designs, elevations sections and details and foundations.</p>	48.5450099	1.0	Intro to Drafting and Design

<p><b>Architectural Drawing/Design II (Y)</b> is the 3<sup>rd</sup> course in the Architectural Draw &amp; Design pathway. The course builds on the skills developed in the prerequisite course. Emphasis is placed on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations.</p>	48.5460099	1.0	Architectural Drawing and Design I
<p><b>Survey of Engineering Graphics (Y)</b> is the 2<sup>nd</sup> course in the Engineering Drafting &amp; Design 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.</p>	48.5420099	1.0	Intro to Drafting and Design
<p><b>3-D Modeling and Analysis (Y)</b> is the 3<sup>rd</sup> course in the Engineering Drafting &amp; Design pathway. 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.</p>	48.5430099	1.0	Survey of Engineering Graphics

## Business Management & Administration Entrepreneurship

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Intro to Business &amp; Technology (Y)</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 career pathways. Students will learn essentials for working in a business environment, and managing and owning a business. <b>Pathway Courses:</b> 1. Intro to Bus &amp; Tech 2. Legal Env of Bus 3. Entrepreneurship</p>	07.4413099	1.0	Not available for seniors
<p><b>Legal Environment of Business (Y)</b> is the 2<sup>nd</sup> course in the Entrepreneurship pathway. It addresses statutes and regulations affecting businesses, families, and individuals. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, and ethics.</p>	06.4150099	1.0	Intro to Business & Technology

<p><b>Entrepreneurship (Y)</b> is the 3<sup>rd</sup> course in the Entrepreneurship pathway. focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. Preparation of a business plan allows students to apply business' functional areas of accounting, finance, marketing, and management-and the legal and economic environments in which a new venture operates.</p>	0 6 . 4 1 6 1 0 9 9	1.0	Legal Environment of Business
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## Arts, Audio/Video Technology, & Communications

### Audio-Video Technology and Film I / Audio-Video Technology and Film II

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Audio &amp; Video Technology and Film I (Y)</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. <b>Pathway Courses:</b> 1. Audio &amp; Video Tech &amp; Film I 2. Audio-Video Tech &amp; Film II 3. AVTF III <b>or</b> 3. Broadcast/Video Prod Apps</p>	1 0 . 5 1 8 1 0 9 9	1.0	Not available for seniors
<p><b>Audio-Video Technology and Film II (Y)</b> is the 2<sup>nd</sup> course in the Audio &amp; Video Tech pathway. This course will prepare students for a career in Audio Video Technology and Film production and/or transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics.</p>	1 0 . 5 1 9 1 0 9 9	1.0	Audio and Video Technology and Film I
<p><b>Audio-Video Technology and Film III (Y)</b> is the 3<sup>rd</sup> course in the Audio-Video Tech &amp; Film I pathway. The course enhances level-two skills and provides entry-level occupational skills. It is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production.</p>	1 0 . 5 2 0 1 0 9 9	1.0	Audio-Video Tech II <b>And</b> Teacher Rec.
<p><b>Broadcast/Video Prod Applications IV (Y)</b> is designed to facilitate student-led projects under the guidance of the instructor, as well as provide opportunities for students to master skills necessary to gain entry-level employment or to pursue a post-secondary degree or certificate.</p>	1 0 . 5 1 4 1 0 9 9	1.0	Audio-Video Tech II <b>And</b> Teacher Rec..

<p><b>Community Service Learning I &amp; II (Y)</b> is designed to allow the students who are interested in content creation to explore that space as we promote Hillgrove High School. In community service learning, students will be creating content to further promote school activities and programs.</p>	<p>3 5 . 0 5 1 0 0 1 1 &amp; 3 5 . 0 5 2 0 0 9 9</p>	<p>2.0</p>	<p><b>11<sup>th</sup> &amp; 12<sup>th</sup> Grade Only</b> See Mr. Howells in Room 1115 for requirements, application, and course labels.</p>
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### Graphic Design / Graphic Communication

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Intro to Graphics &amp; Design (Y)</b> is designed as the foundational course for both the Graphics Communication 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 including typography, visual arts, page layout. <b>Pathway Courses:</b> 1. Intro to Graphics &amp; Design 2. Graphic Design &amp; Production 3. Adv Graphic Design or 3. Adv Graphic Output Proc</p>	<p>4 8 . 5 6 1 0 0 9 9</p>	<p>1.0</p>	<p>Not available for seniors</p>
<p><b>Graphic Design &amp; Production (Y)</b> is the second course in the Graphics Communication and Graphics Design Pathways. This course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications.</p>	<p>4 8 . 5 6 2 0 0 9 9</p>	<p>1.0</p>	<p>Intro to Graphics &amp; Design</p>
<p><b>Advanced Graphic Design (Y)</b> is the final course in the Graphics Design pathway. Students will continue to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing.</p>	<p>4 8 . 5 2 8 0 0 9 9</p>	<p>1.0</p>	<p>Graphic Design &amp; Production</p>
<p><b>Advanced Graphic Output Processes (Y)</b> is the final course in the Graphics Communication pathway. Students will gain more advanced levels of experience to complete the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding.</p>	<p>4 8 . 5 7 0 0 0 9 9</p>	<p>1.0</p>	<p>Graphic Design &amp; Production</p>

# Government & Public Administration

## JROTC Navy

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>JROTC Navy (NS1) – Cadet Field Manual</b> includes the study of naval heritage, organization, sea power and naval history from colonial times to the 1850's, the study of naval ship missions &amp; organization, an introduction to navigation and maritime geography, basic seamanship, military drill w/rifles, &amp; physical development.</p>	<p>2 8 . 0 2 1 0 0 9 9 (Cadets are <b>encouraged</b> to choose both NS1 courses so that they are enrolled in JROTC both semesters.)</p>	1.0	None
<p><b>JROTC Navy (NS1) – Intro to NJROTC</b> includes the study of nautical plotting, rules and regulations, and aids to navigation, as well as the study of American maritime history from 1860 to the end of World War I. Other topics include naval career planning, leadership development, oceanography, physical development, military drills, health and first aid, physical fitness, and military ceremonies.</p>	<p>2 8 . 0 2 2 0 0 9 9 (Cadets are <b>encouraged</b> to choose both NS1 courses so that they are enrolled in JROTC both semesters.)</p>	1.0	None
<p><b>JROTC Navy (NS2) – Maritime History</b> further develops the traits of citizenship and leadership in students, introduces cadets to the maritime history of the world and the United States from the American Revolution through the present time.</p>	<p>2 8 . 0 2 3 0 0 9 9 (Cadets are <b>encouraged</b> to choose both NS2 courses so that they are enrolled in JROTC both semesters.)</p>	1.0	NS1
<p><b>JROTC Navy (NS2) – Nautical Science</b> introduces the various nautical sciences through classroom work and some laboratory time. The development of core skills that students should master is integrated throughout the course and includes geography, oceanography, astronomy, physical science, meteorology, and weather.</p>	<p>2 8 . 0 2 4 0 0 9 9 (Cadets are <b>encouraged</b> to choose both NS2 courses so that they are enrolled in JROTC both semesters.)</p>	1.0	NS1
<p><b>JROTC Navy (NS4) – Naval Leadership &amp; Ethics</b> takes a more in-depth look at what leadership is and enables students to maximize leadership abilities. Students will gain the polish necessary to be a truly effective leader in the NJROTC unit, school, community, as well as in life.</p>	<p>2 8 . 0 2 7 0 0 9 9 (Cadets are <b>encouraged</b> to choose both NS4 courses so that they are enrolled in JROTC both semesters.)</p>	1.0	Teacher Rec.
<p><b>JROTC Navy (NS4) – Effective Communications</b> teaches the students the techniques of effective communication, one of the most important skills that a good leader must develop in order to be successful.</p>	<p>2 8 . 0 2 8 0 0 9 9 (Cadets are <b>encouraged</b> to choose both NS4 courses so that they are enrolled in JROTC both semesters.)</p>	1.0	Teacher Rec.

## Hospitality & Tourism Culinary Arts

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Intro to Culinary Arts (Y)</b> is designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work.</p> <p><b>Pathway Courses:</b> 1. Intro to Culinary Arts 2. Culinary Arts I 3. Culinary Arts II</p>	2 0 . 5 3 1 0 0 9 9	1.0	Not available for seniors  (No 1 <sup>st</sup> -year students)
<p><b>Culinary Arts I (Y)</b> is the 2<sup>nd</sup> course in the Culinary Arts Career Pathway. Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.</p>	2 0 . 5 3 2 1 0 9 9	1.0	Intro to Culinary Arts
<p><b>Culinary Arts II (Y)</b> is the 3<sup>rd</sup> course in the Culinary Arts Pathway. Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual.</p>	2 0 . 5 3 3 1 0 9 9	1.0	Culinary Arts I & Teacher Rec.

## Sports & Entertainment Marketing

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Marketing Principles (Y)</b> is the foundational course for the Sports Marketing pathway. The course addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, and Global Marketing strategies.</p> <p><b>Pathway Courses:</b> 1. Marketing Principles 2. Intro to Sports &amp; Entertainment Marketing 3. Advanced Sports &amp; Entertainment Marketing</p>	0 8 . 4 7 4 0 0 9 9	1.0	Not available for seniors
<p><b>Intro to Sports &amp; Entertain Marketing (Y)</b> is the 2<sup>nd</sup> course in the Sports Marketing pathway and introduces students to the major segments of the Sports &amp; Entertainment industry and the social and economic impact the industry has on the local, state, national, and global economies. Examines the products and services offered to consumers and the impact of marketing.</p>	0 8 . 4 7 8 0 0 9 9	1.0	Marketing Principles
<p><b>Adv Sports &amp; Entertain Marketing (Y)</b> is the 3<sup>rd</sup> course in the Sports Marketing pathway. This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports and entertainment marketing.</p>	0 8 . 4 8 5 0 0 9 9	1.0	Intro to Sports Mktng & Teacher Rec.

<p><b>Marketing &amp; Entrepreneurship (Y)</b>  Marketing and Entrepreneurship is the fourth course in the Marketing 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.</p>	<p>0 8 . 4 4 1 0 0 9 9</p>	<p>1.0</p>	<p>Adv Sports  Mktng  &amp;  Teacher Rec.</p>
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# Informational Technology

## Programming / Computer Science

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Intro to Software Technology (Y)</b> is the foundational course for Computer Science and Programming pathways. 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.</p> <p><b>Pathway Courses:</b> 1. Intro to Software Technology 2. Computer Science Principles 3. AP Computer Sci or 3. Programming, Games, Apps</p>	1 1 . 4 4 6 0 0 9 9	1.0	Not available for seniors
<p><b>Computer Science Principles (Y)</b> is the 2<sup>nd</sup> course in both the Programming and Computer Science pathways. CS Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.</p>	1 1 . 4 7 1 0 0 9 9  Course meets fourth science, or fourth mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses.	1.0	Intro to Digital Tech
<p><b>Programming, Games, Apps, &amp; Society (Y)</b> is the 3<sup>rd</sup> course in the Programming pathway. It is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life-cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry.</p>	1 1 . 4 7 2 0 0 9 9  Course meets fourth science, or fourth mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses.	1.0	Computer Science Principles
<p><b>AP Computer Science A (Y)</b> is the 3<sup>rd</sup> course in the Computer Science pathway. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language.</p>	1 1 . 4 1 6 0 0 9 5 Extra quality point: 1.0  Course meets fourth science, or fourth mathematics, or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses.	1.0	Computer Science Principles & Teacher Rec.



# Work-Based Learning Program

All Work-Based Learning students must meet the following requirements to participate in the program:

- (1) On track to graduate (Junior or Senior)
- (2) 2.50 GPA or higher
- (3) Currently employed or seeking a paid or non-paid internship (must have placement before the semester in which you wish to participate)
- (4) Placement must be relevant to career interests and course work (can include CTAE courses, JROTC, Fine Arts, or AP classes)
- (5) Must have transportation to and from the work site
- (6) Seniors may not have Minimum Day, Mentorship, or WBL in the same Semester.

<p><b>Internship I &amp; II (Y)</b> is a course that enables students to participate in a mentor-supervised, on-the-job training experience for career awareness and exploration. Students select a specific career field or industry's entry-level job in which to participate. The Work-based Programs Teacher-Coordinator visits the job mentor to assess student performance and supervises the student in job skill development. The student maintains a portfolio containing records of weekly hours on the job, completed participation forms, and other required materials. Student may be placed in a paid or non-paid, mentor-supervised, on-the-job training experience.</p>	<p style="text-align: center;">Fall Semester 3<sup>rd</sup> 1 2 . 5 5 3 0 0 9 8</p> <p style="text-align: center;">Fall Semester 4<sup>th</sup> 1 2 . 5 5 6 0 0 9 8</p> <p style="text-align: center;"><i>*Can only take 3<sup>rd</sup> period in combination with 4<sup>th</sup>.</i></p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">1.0</p>	<p style="text-align: center;"><b>11<sup>th</sup> &amp; 12<sup>th</sup> Grade Only</b> See Mrs. Render in Room 1114 for requirements, application, and course labels.</p>
<p><b>WBL Education Placement</b> is a course that enables students to participate in a mentor-supervised, on-the-job training experience for career awareness and exploration. Students select a specific career field or industry's entry-level job in which to participate. The Work-based Programs Teacher-Coordinator visits the job mentor to assess student performance and supervises the student in job skill development. The student maintains a portfolio containing records of weekly hours on the job, completed participation forms, and other required materials. Student may be placed in a paid or non-paid, mentor-supervised, on-the-job training experience.</p>	<p style="text-align: center;">Spring Semester 3<sup>rd</sup> 1 3 . 7 1 1 4 0 9 6</p> <p style="text-align: center;">Spring Semester 4<sup>th</sup> 1 3 . 7 1 1 4 0 9 7</p> <p style="text-align: center;"><i>*Can only take 3<sup>rd</sup> period in combination with 4<sup>th</sup>.</i></p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">1.0</p>	<p style="text-align: center;"><b>11<sup>th</sup> &amp; 12<sup>th</sup> Grade Only</b> See Mrs. Render in Room 1114 for requirements, application, and course labels.</p>

**Note:** If a student loses gainful employment, cannot find a suitable internship placement, or loses transportation and requests to drop work-based learning after the 10<sup>th</sup> day of the semester, the course will be recorded on the transcript with a grade of 10, and that failing grade will impact the student's cumulative GPA.

## Health/PE

Course Name/Description	Course Number	Credit	Prerequisite
<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>	3 6 . 0 5 8 0 0 9 9	1.0	None
<p><b>Team Sports (Y)</b>  is designed to introduce students to three different team sports, with no one sport less than 4 weeks or longer than 8 weeks. Those from which the selection is made include the following: basketball, gym hockey, soccer, speedball, flag football, ultimate Frisbee, team handball, softball, and volleyball. This course offers students the opportunity to learn the history, rules &amp; regulations, etiquette, strategy and judgment, and the basic motor skills of each activity.</p>	3 6 . 0 2 1 0 0 9 9	1.0	None
<p><b>Lifetime Sports (Y)</b>  is designed to introduce students to three different lifetime sports with no one sport less than 4 weeks and not more than 8 weeks. Those from which the selection is made include the following: archery, badminton, bowling, golf, handball, pickelball, racquetball, table tennis, tennis and wall ball. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each activity.</p>	3 6 . 0 2 2 0 0 9 9	1.0	None
<p><b>Aerobic Dance (Y)</b>  is designed to introduce students to a rhythmic program of activities, which promote development of health-related fitness. The course will provide a balance of instruction each week developing cardiovascular endurance, flexibility, and muscular strength and endurance. Activities may include rhythmic jogging, running, aerobic dance, slimmastics, and stretching exercises.</p>	3 6 . 0 5 3 0 0 9 9	1.0	None
<p><b>Body Sculpting (Y)</b>  is designed to redefine the shape of the body through specific exercises in order to attain desired body image through weight training, conditioning exercises and proper nutrition. This course offers students the knowledge and skills necessary to reach their physical goal and improve their appearance and self-concept without relying on the illegal use of steroids and other body building supplements and without engaging in risky behaviors such as fad diets, pills, etc.</p>	3 6 . 0 5 6 0 0 9 9	1.0	None

<p><b>Recreational Games (Y)</b> introduces recreational games suitable for lifetime leisure activities; may include table tennis, shuffleboard, Frisbee, deck tennis, new games, horseshoes, darts and croquet. Emphasizes the rules of each game and the skill necessary to play.</p>	3 6 . 0 2 7 0 0 9 9	1.0	None
<p><b>Outdoor Education (Y)</b> promotes an appreciation of the outdoors; provides physical activities and adventure in an outdoor laboratory. The course activities include: archery, fishing, outdoor cooking, orienteering, hiking and conservation.</p>	3 6 . 0 2 5 0 0 9 9	1.0	3 <sup>rd</sup> or 4 <sup>th</sup> -year students
<p><b>Weight Training (Semester 1) (Y)</b> 1<sup>st</sup> Semester Weight Training for students who have not had weight training before. This course is designed to introduce students to a weight-training program that will promote over-all body fitness. The student will be exposed to different types of weight equipment and methods of training with weights. The student will also gain knowledge of the different types of exercises, correct techniques of executing the various exercises, proper breathing, and the safety factors involved in spotting.</p>	3 6 . 0 5 4 0 0 9 6	1.0	None
<p><b>Weight Training (Semester 2) (Y)</b> 2<sup>nd</sup> Semester Weight Training for students who have not had weight training before. This course is designed to introduce students to a weight-training program that will promote over-all body fitness. The student will be exposed to different types of weight equipment and methods of training with weights. The student will also gain knowledge of the different types of exercises, correct techniques of executing the various exercises, proper breathing, and the safety factors involved in spotting.</p>	3 6 . 0 6 4 0 0 9 7	1.0	Weight Training
<p><b>Adv Weight Training (Semester 1) (Y)</b> 1<sup>st</sup> Semester Adv Weight Training for students who have previously taken and passed. This course is designed to build on the principles and concepts taught in Weight Training to promote over-all body fitness.</p>	3 6 . 0 6 4 0 0 9 6	1.0	Weight Training
<p><b>Adv Weight Training (Semester 2) (Y)</b> 2<sup>nd</sup> Semester Adv Weight Training for students who have previously taken and passed. This course is designed to build on the principles and concepts taught in Weight Training to promote over-all body fitness.</p>	3 6 . 0 6 4 0 0 9 7	1.0	Weight Training

### Training Classes for Athletes

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>Advanced Body Sculpting (Y)</b> Female athletes playing basketball or softball. See Coach Milam or Coach Voyles for course label.	3 6 . 0 6 6 0 0 9 9	1.0	Dept. Rec
<b>Physical Conditioning (Y)</b> Football players (Semester 1) See football coaches for course labels.	3 6 . 0 5 2 0 0 9 9	1.0	Dept. Rec
<b>Advanced Physical Conditioning (Y)</b> Football players (Semester 2) See football coaches for course labels.	3 6 . 0 6 2 0 0 9 9	1.0	Dept. Rec
<b>Exercise &amp; Weight Control (Y)</b> Basketball players (Semester 1) See basketball coaches for course labels.	3 6 . 0 5 5 0 0 9 9	1.0	Dept. Rec
<b>Advanced Exer &amp; Weight Control (Y)</b> Basketball players (Semester 2) See basketball coaches for course labels.	3 6 . 0 6 5 0 0 9 9	1.0	Dept. Rec
<b>Advanced Personal Fitness (Y)</b> Baseball players (Semester 2) See Coach Richardson for course label,	3 6 . 0 6 1 0 0 9 9	1.0	Dept. Rec
<b>Intro Track &amp; Field (Y)</b> 1 <sup>st</sup> Semester Track & Field for athletes not in one of the above classes.	3 6 . 0 2 3 0 0 9 9	1.0	Dept. Rec
<b>Intermediate Track &amp; Field (Y)</b> 2 <sup>nd</sup> Semester Track & Field for athletes not in one of the above classes.	3 6 . 0 3 3 0 0 9 9	1.0	Dept. Rec

**NOTE:** All freshman athletes are enrolled in Health/Personal Fitness & Weight Training A/B

## Miscellaneous

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Mentorship</b> This class enables students to serve as an administrative aide in a school office environment during one period of the daily schedule. *Students may not have Minimum Day, Mentorship, or Work-Based Learning in the same Semester. <b>Application Required-get applications and course labels from Mrs. Frizie in Admin 4.)</b></p>	<p style="text-align: center;">Mentorship I 3 5 . 0 6 4 0 0 5 8</p> <p style="text-align: center;">Mentorship II 3 5 . 0 6 6 0 0 5 7</p>	<p style="text-align: center;">1.0</p> <p style="text-align: center;">1.0</p>	11 <sup>th</sup> & 12 <sup>th</sup> grade only
<p><b>Minimum Day</b> Seniors who are on-track to graduate may choose to reduce their schedule by one (1) class during the spring semester. Seniors have the option of Minimum Morning (no 1<sup>st</sup> block class) or Minimum Afternoon (no 4<sup>th</sup> block class). *Students <b>may not be on campus</b> during their minimum day block! *Seniors may not have Minimum Day, Mentorship, or Work-Based Learning in the same Semester. <b>Application Required-get application and course labels from the counseling office.</b></p>	<p style="text-align: center;">Minimum Morning – Semester 2 0 0 . 0 0 0 3 2 0 0</p> <p style="text-align: center;">Minimum Afternoon – Semester 2 0 0 . 1 2 1 3 0 0 0</p>	No Credit	12 <sup>th</sup> Grade Only
<p><b>Online Courses (CVA &amp; GaVS)</b> Students may elect to take one or more classes online through Cobb Virtual Academy (CVA) or, for classes not offered by CVA, through Georgia Virtual School (GaVS). Online classes are not “easier” than face-to-face classes but provide the flexibility to complete course work when it is convenient or outside the school day. Plan to spend 1.5 – 3 hours per day on each online class. <b>“Online Course” Contract Required-get contract and course labels from the counseling office.</b></p>	<p style="text-align: center;">CVA 0.5 Credit 0 0 . 0 0 0 5 0 9 8</p> <p style="text-align: center;">CVA 1.0 Credit 0 0 . 0 0 0 5 0 9 9</p>	<p style="text-align: center;">0.5</p> <p style="text-align: center;">1.0</p>	Contract Required
<p><b>December Grads</b> Seniors may request to graduate in December provided they can complete all remaining graduation requirements during semester 1. December graduates may still participate in graduation ceremonies in May if they choose. <b>Application Required-get application and course labels from the counseling office.</b></p>	0 0 . 0 0 0 5 0 5 0		12 <sup>th</sup> Grade Only
<p><b>Dual Enrollment</b> Students planning to take dual enrollment courses at a local college must complete the college application process prior to the colleges’ deadlines. <b>See your counselor for Dual Enrollment paperwork and course placeholder labels.</b></p>			

