

Note: Rising 9<sup>th</sup> graders must use the “[2025-2026 Freshman Registration Handbook](#)” available online

# Allatoona High School 2025-2026 Course Catalog



(for current high school students)

Allatoona High School  
3300 Dallas-Acworth Hwy NW  
Acworth, GA 30101  
(770) 975-6503

### Administration

Principal.....[Lexie Bultman](#)  
Assistant Principal ..... [Sean Bagley](#)  
Assistant Principal .....[Jason Faklaris](#)  
Assistant Principal ..... [Casandra Dixon](#)  
Assistant Principal/Athletic Director .....[Christopher Murray](#)  
Assistant Principal ..... [Samuel Sanford](#)  
Special Services Administrator .....[Christy Gilley](#)

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

A – D .....[Angie Weeks](#)  
E – K .....[Robin Rohrbach](#)  
L – Re ..... (Dept. Chair) [Kristi Turner](#)  
Rf – Z ..... [Olivia Mastrangelo](#)  
.....[Jennifer Michael](#)  
..... (Dept. Chair) [Haley Welch](#)

### Department Leaders

English.....[Andrea Stumpf](#)  
Mathematics ..... [Christopher Watson](#)  
Science..... [Matthew Bishop](#)  
Social Studies .....[Michaela Hicks](#)  
World Languages ..... [Andrea Gwynn](#)  
Fine Arts ..... [Traci Woody-Kemp](#)  
Career Tech..... [Keith Hansen](#)  
Health/PE ..... [Troy Petersen](#)  
Special Education..... [Laurie Petersen](#)

# Course Registration Process

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

Current Allatoona 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 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.

\*\*\*Some courses (yearbook, 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 Feb 28 or the teacher's deadline so that you will be eligible to receive course labels during registration.

## Tuesday, March 4 (Course Registration Begins)

We will be on a different bell schedule: 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, transcripts, and first semester schedules during homeroom. After homeroom, **9<sup>th</sup> – 11<sup>th</sup> grade** will return to their **first semester** classes to get course labels from their first semester teachers.

\*Seniors will report to the auditorium after homeroom for a graduation meeting.

\*Students who did not attend Allatoona during semester 1 will report to the media center.

After visiting all 1<sup>st</sup> semester teachers, students will follow their second semester schedule for the remainder of the day to get course labels from their second semester teachers.

\*\*\*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.

## Wednesday, March 5, and Thursday, March 6

Students will be able to get additional course labels from all departments during their lunch period on both days. 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.)

## Friday, March 7

Students will be called alphabetically by last name to the cafeteria to enter their courses into the scheduling database. Students with incomplete registration forms (any form with less than 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 Literature & Composition I (or equivalent) 1 Unit Literature & Composition II (or equivalent) 2 Units English language arts core course option
Mathematics	<b>4 Units Including:</b> 1 Unit Algebra: Concepts & Connections (or the equivalent) 1 Unit Geometry: Concepts & Connections (or the equivalent) 1 Unit Advanced Algebra: Concepts & Connections (or the equivalent) 1 Unit Mathematics core course option
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 Foreign Language Fine Arts	<b>3 Units from any of these areas</b> Though there is no foreign language requirement for the Georgia High School diploma, students planning to enroll in <b>ANY</b> post-secondary institution are strongly encouraged to earn two units of credit in the same modern language/Latin.  <b>NOTE:</b> Students planning to enter or transfer into a University System of Georgia institution <b>MUST</b> take two units of the same modern language/Latin. <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>
TOTAL UNITS MINIMUM	23 Units

\*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. Program summaries are reviewed during registration to make sure correct courses are selected.

## English/Language Arts

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Literature &amp; Composition II (Y)</b>                      is the second course in the sequence of secondary ELA courses required for graduation and builds on the skills developed in Lit &amp; Comp I, deepening students' understanding and application of textual analysis, composition, language conventions, vocabulary, and rhetoric, equipping them with the skills necessary for success in upper-level English courses and preparing them for future academic challenges. This course is designed to build students' capacity in the literacy practices and skills that enhance future real-world and academic communications.</p>	23.0617011	1.0	2 <sup>nd</sup> -year students
<p><b>Honors Literature &amp; Composition II (Y)</b>                      is an accelerated course designed for the student who has a serious interest in interpreting literature and builds on the skills developed in Honors Lit &amp; Comp I, deepening students' understanding and application of textual analysis, composition, language conventions, vocabulary, and rhetoric, equipping them with the skills necessary for success in upper-level English courses and preparing them for future academic challenges.</p>	23.0617003 Extra quality point: 0.50	1.0	2 <sup>nd</sup> -year students
<p><b>Literature &amp; Composition III (Y)</b>                      is the third course in the sequence of secondary ELA courses required for graduation, it builds on the skills developed in Lit &amp; Comp I and II, and its intention is to help students to continue the application of dynamic literacy practices. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and workplace ready. It provides a platform for the wide interpretation, evaluation, construction, and design of texts across genres and modes, with an emphasis on the application of these skills in a variety of real-world, academic, and disciplinary contexts.</p>	23.0618011	1.0	3 <sup>rd</sup> -year students

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<p><b>Honors Literature &amp; Composition III (Y)</b>  is an accelerated course designed for the student who has a serious interest in interpreting literature and focuses on the same standards as Lit &amp; Comp III building on the skills developed in Honors Lit &amp; Comp I and II.</p>	<p>2 3 . 0 6 1 8 0 0 3  Extra quality point: 0.50</p>	1.0	3 <sup>rd</sup> -year students
<p><b>AP English Language (Y)</b>  a college level course that conforms to the College Board recommendations for the AP English Language and Composition Examination. 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.</p>	<p>2 3 . 0 4 3 0 0 9 5  Extra quality point: 1.0</p>	1.0	3 <sup>rd</sup> -year students
<p><b>Literature &amp; Composition IV (Y)</b>  is the fourth course in the sequence of secondary ELA courses required for graduation, This course builds upon the skills and understandings gained in Lit &amp; Comp I-III, and its intention is that students will be prepared to communicate effectively across a wide variety of contexts beyond the K-12 classroom.</p>	<p>2 3 . 0 6 1 9 0 1 1</p>	1.0	4 <sup>th</sup> -year students
<p><b>Honors Literature &amp; Composition IV (Y)</b>  is an accelerated course designed for the student who has a serious interest in interpreting literature and focuses on the same standards as Lit &amp; Comp IV with an emphasis on the interpretation, analysis, evaluation, and application of real-world texts and communications across a wide variety of modes, genres, and disciplines.</p>	<p>2 3 . 0 6 1 9 0 0 3  Extra quality point: 0.50</p>	1.0	4 <sup>th</sup> -year students
<p><b>Dramatic Writing - Honors (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  (students who earn 1 unit of credit for this course shall also receive 1 unit of credit for Honors Adv. Comp 23.0340003)  Extra quality point: 0.50</p>	2.0	4 <sup>th</sup> -year students
<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  Extra quality point: 1.0</p>	1.0	4 <sup>th</sup> -year students

Course Name/Description	Course Number	Credit	Prerequisite
<b>Oral/Written Comm (Speech) (Elective)</b> focuses on developing public speaking skills. The students will identify effective methods to arrange ideas and information in written form and then convert the written form into an effective oral delivery. The course focuses on critically thinking, organizing ideas, researching counter viewpoints, and communicating appropriately for different audiences and purposes. The students analyze professional speeches to enhance their knowledge of solid speech writing.	23 . 0460011	1.0	3 <sup>rd</sup> and 4 <sup>th</sup> - year students
<b>Mythology (Elective)</b> introduces the importance of myths and tales of classical mythology, focusing on a comparative study of plot, characters, themes, and figurative devices. The course emphasizes the following: critical and analytical skills, vocabulary development, a study of the influences of Greek, Roman, and Norse word origins on the English language, and composition. The study of the relationship between people and their societies is a major emphasis, along with the impact of mythology on the literary world. Writing exploration through media literacy and viewing is a focus in this course.	23 . 0320007	1.0	1 ELA credit
<b>Journalism: Yearbook (Elective)</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.	23 . 0320011 (semester 1)  23 . 0330011 (semester 2)	1.0   1.0	Application Required (See Mr. Lanier in Rm 2202)

## Mathematics

Course Name/Description	Course Number	Credit	Prerequisite
<b>Geometry (Y)</b> is the second course in a sequence of three high school courses designed to ensure career and college readiness. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.	27 . 0821011	1.0	Algebra
<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.	27 . 1821008  27 . 1822009 (Support replaces one elective)	1.0  1.0	Teacher Rec. & Remedial Ed. Indicators



<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<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>	<p>2 7 . 0 8 2 1 0 0 3</p> <p>Extra quality point: 0.50</p>	1.0	Honors Algebra
<p><b>Advanced Algebra (Y)</b> is the third course in a sequence of courses designed to ensure career and college readiness. Students will continue to enhance their data and statistical reasoning skills as they learn specific ways to collect, critique, analyze, and interpret data. Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will strengthen their geometric and spatial reasoning skills as they learn how to solve trigonometric equations using the unit circle and will further develop their functional and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, and rational expressions, equations and functions to further understand the world around them.</p>	<p>2 7 . 0 8 3 1 0 1 1</p>	1.0	Geometry
<p><b>Honors Advanced Algebra (Y)</b> This course contains all of the standards as the on-level course with some additional standards and more depth of knowledge.</p>	<p>2 7 . 0 8 3 1 0 0 3</p> <p>Extra quality point: 0.50</p>	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>	1.0	Advanced Algebra
<p><b>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 during their high school careers. Units of study include polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parametric, vectors, and matrices.</p>	<p>2 7 . 0 7 4 1 0 9 5</p> <p>Extra quality point: 1.0</p>	1.0	Honors Advanced Algebra
<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</p> <p>Extra quality point: 1.0</p>	1.0	Advanced Algebra

Course Name/Description	Course Number	Credit	Prerequisite
<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>	27.0843011	1.0	Advanced Algebra (4 <sup>th</sup> year students only)
<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>	27.0720095 Extra quality point: 1.0	1.0	AP Precalculus
<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>	27.0730095 Extra quality point: 1.0	1.0	AP Calculus AB

## Science

Course Name/Description	Course Number	Credit	Prerequisite
<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>	26.0611011	1.0	Biology
<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>	40.0510011	1.0	Biology And Algebra
<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>	40.0510003 Extra quality point: 0.50	1.0	Hnrs Biology And Hnrs Algebra

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<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
<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 Adv Alg (pre- or co- requisite)
<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>	4 0 . 0 8 3 1 0 9 5 Extra quality point: 1.0	1.0	H Chem, <b>And</b> Hnrs Adv Alg
<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>	4 0 . 0 2 1 0 0 1 1	1.0	4 <sup>th</sup> -year students
<p><b>Honors Forensic Science (Y)</b> This course covers the same standards as the on-level course but is accelerated and explores concepts more deeply to build upon science concepts from previous courses and apply science to the investigation of crime scenes.</p>	4 0 . 0 9 3 0 0 0 3 Extra quality point: 0.50	1.0	4 <sup>th</sup> -year students (H Biology & H Chemistry)
<p><b>Honors Human Anatomy/Physiology (Y)</b> integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development.</p>	2 6 . 0 7 3 0 0 0 3 Extra quality point: 0.50	1.0	4 <sup>th</sup> -year students (H Biology)
<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. Units of study include Ecology, Evolution, Classification &amp; Organization, Porifera &amp; Cnidarians, Worms, Mollusks &amp; Echinoderms, Arthropods, Fish &amp; Amphibians, Reptiles &amp; Birds, &amp; Mammals.</p>	2 6 . 0 7 1 0 0 1 1	1.0	4 <sup>th</sup> -year students

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<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 alter-native solutions for resolving and/or preventing them.</p>	<p>2 6 . 0 6 2 0 0 9 5 Extra quality point: 1.0</p>	1.0	H Biology and H Chemistry
<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>	1.0	H Chemistry
<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.</p>	<p>2 6 . 0 1 4 0 0 9 5 Extra quality point: 1.0</p>	1.0	H Biology and H Chemistry
<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>	1.0	H Physics and AP Calculus

## Social Studies

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<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>	<p>4 5 . 0 8 3 0 0 1 1</p>	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>	<p>4 5 . 0 8 3 0 0 0 3 Extra quality point: 0.50</p>	1.0	None

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<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>	<p>4 5 . 0 8 1 1 0 9 5  Extra quality point: 1.0</p>	1.0	Hnrs World Geography or 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 involvement 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 involvement 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 or 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 &amp; Personal Finance</b>  Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. In addition to the fundamentals of economic decision-making, microeconomics, macroeconomics, and international economics, students will learn personal finance skills they can apply to their own futures – including managing and balancing budgets; understanding and building credit; protecting against identity theft and consumer protections; and understanding tax forms, student loan applications, and pay stubs.</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>	US History

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>Honors American Government</b> is an accelerated and deeper study of the American Government curriculum.	4 5 . 0 5 7 0 0 0 2 Extra quality point: 0.50	1/2	US History
<b>Honors Economics &amp; Personal Finance</b> is an accelerated and deeper study of the principles of economics and personal finance.	4 5 . 0 6 1 0 0 0 2 Extra quality point: 0.50	1/2	
<b>AP U.S. Government &amp; Politics (Y)</b> conforms to the College Board topics for AP US Government & Politics which is the study of local, state, & federal government functions. Focus areas include the development of the political system, federalism, political parties, & political theory.	4 5 . 0 5 2 0 0 9 5 Extra quality point: 1.0	1.0	Hnrs or AP US History
<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.	4 5 . 0 6 3 0 0 9 5 Extra quality point: 1.0	1.0	Hnrs or AP US History
<b>Sociology (Y)</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.	4 5 . 0 3 1 0 0 9 9	1.0	2 <sup>nd</sup> and 3 <sup>rd</sup> year students
<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.	4 5 . 0 1 5 0 0 9 9	1.0	2 <sup>nd</sup> and 3 <sup>rd</sup> year students
<b>Sports in US Society (Y)</b> examines the vital sociological role of sport in the making of United States society & 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 & 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.	4 5 . 0 1 9 0 0 9 9	1.0	3 <sup>rd</sup> and 4 <sup>th</sup> year students
<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.	4 5 . 0 1 6 0 0 9 5 Extra quality point: 1.0	1.0	3 <sup>rd</sup> and 4 <sup>th</sup> year students

# World Languages

## The Georgia Seal of Biliteracy

This diploma seal was established to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

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

Course Name/Description	Course Number	Credit	Prerequisite
<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.	60.0110011	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.	60.0120011	1.0	French I
<b>Honors French II (Y)</b> is designed for the student who has demonstrated superior facility in French I and offers a variety of opportunities for enrichment and oral work. This course prepares students for higher-level French courses and further develops listening, speaking, reading, and writing skills.	60.0120003	1.0	French I And Teacher Rec.
<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.	60.0130003 Extra quality point: 0.50	1.0	French II and 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.	60.0140003 Extra quality point: 1.0	1.0	Honors French III and 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.	60.0170095 Extra quality point: 1.0	1.0	Honors French IV and Teacher Rec.

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<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.	60.0710011	1.0	None
<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.	60.0720011	1.0	Spanish I
<b>Honors Spanish II (Y)</b> is designed for the student who has demonstrated superior facility in Spanish I 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.	60.0720003 Extra quality point: 0.50	1.0	Spanish I and Teacher Rec.
<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.	60.0730003 Extra quality point: 0.50	1.0	Spanish II and Teacher Rec.
<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.	60.0740003 Extra quality point: 1.0	1.0	Honors Spanish III and Teacher Rec.
<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.	60.0770095 Extra quality point: 1.0	1.0	Hnrs Span IV and Teacher Rec.



# 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 (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>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 (Pre-AP 2D/Draw)</b> Only students enrolling in AP 2D or AP Drawing will enroll in this class. This class will provide the opportunity for AP students to build their portfolios during the first semester.</p>	5 0 . 0 3 1 1 0 9 9	1.0	Draw/Paint II & Teacher Rec.
<p><b>Photography (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	2 units of Visual Arts

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>Ceramics/Pottery I (Y)</b> introduces the characteristics of clay and design using various techniques of construction & surface treatments. Studio processes are emphasized and students are involved in firing & presenting clay.	50.0411099	1.0	Visual Art: Comp
<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.	50.0412099	1.0	Ceramics/ Pottery I
<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.	50.0413099	1.0	Ceramics/ Pottery II
<b>Sculpture I (Pre-AP 3D)</b> Only students enrolling in AP 3D will enroll in this class. This class will provide the opportunity for AP students to build their portfolios during the first semester.	50.0611099	1.0	Ceramics/ Pottery II
<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.	50.0811095 Extra quality point: 1.0	1.0	Teacher Rec.
<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.	50.0813095 Extra quality point: 1.0	1.0	Teacher Rec.
<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.	50.0814095 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>Levels include: Intermediate Advanced Mastery</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>Levels include: Intermediate Advanced Mastery</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>Levels include: Intermediate Advanced Mastery</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>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 (Y)</b>  serves as prerequisite for other theatre/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation, scene study &amp; related technical art forms.</p>	5 2 . 0 2 1 0 0 9 9	1.0	Not available for seniors
<p><b>Musical Theatre (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>	Semester 1 Only 5 2 . 0 3 1 0 0 9 9	1.0	Theatre Fund
<p><b>Acting (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>	Semester 1 5 2 . 0 6 1 0 0 9 9  Semester 2 5 2 . 0 6 2 0 0 9 9	1.0	Theatre Fund
<p><b>Advanced Drama (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>	Semester 1 5 2 . 0 5 1 0 0 9 9  Semester 2 5 2 . 0 5 2 0 0 9 9	1.0	Acting and Teacher Rec.
<p><b>Technical Theatre (Y)</b>  introduces the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes. Introduces aspects of drafting, creation of lighting, sound properties, costumes, and make-up design. Also offers opportunities to solve problems in supervising and managing all aspects of production. Explores technical directing and directing responsibilities.</p>	Semester 1 5 2 . 0 4 1 0 0 9 9  Semester 2 5 2 . 0 4 2 0 0 9 9	1.0	None

# Career And Technical Education

The Georgia Department of Education has structured the state's 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*	

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

## Architecture & Construction Fine Furniture/Cabinetmaking

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Fine Furniture/Cabinetmaking I</b> The purpose of this course is to introduce students to the world of woodworking to develop competencies essential to the Fine Furniture/Cabinetmaking industry. The competencies include safety, applied math skills, woodworking materials, hand tools and machinery operations, wood joints, as well as gluing and clamping. <b>Pathway Courses:</b> 1. Fine Furniture/Cabinetmaking I 2. Fine Furniture/Cabinetmaking II 3. Fine Furniture/Cabinetmaking III</p>	4 6 . 4 5 4 0 0 9 9	1.0	Not available for seniors
<p><b>Fine Furniture/Cabinetmaking II</b> This course is designed to provide students with more in-depth knowledge of hand-tool and machine safety, craftsmanship, and technology used in Fine Furniture/Cabinetmaking profession. The competencies include door and drawer design, assembling and gluing procedures, CAD drawings, and additional hands-on projects.</p>	4 6 . 4 5 5 0 0 9 9	1.0	Fine Furniture I
<p><b>Fine Furniture/Cabinetmaking III</b> This course provides students with a more in-depth knowledge of wood working, as well as an introduction to the business side of the profession. Students will further their understanding of the design, plan of procedure, as well as the assembling and finishing of wood projects.</p>	4 6 . 4 5 6 0 0 9 9	1.0	Fine Furniture II

# Arts, Audio/Video Technology, & Communications

## Audio-Video Technology and Film

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.</p> <p><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 (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. Topics include advanced camera techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume', references, and production samples.</p>	1 0 . 5 1 4 1 0 9 9	1.0	Audio-Video Tech II <b>And</b> Teacher Rec.
<p><b>Broadcast Video Lab &amp; Research (Sports Media)</b> Students in these classes will create video content for all programs at Allatoona. Students will also provide videography of live events. These classes will meet during 4<sup>th</sup> block both semesters, and students are expected to work events that occur outside the school day.</p>	<p>Students use two (2) electives</p> <p>1 0 . 5 1 5 1 0 9 9</p> <p>1 0 . 5 1 6 1 0 9 9</p>	<p>1.0</p> <p>1.0</p>	<p>Teacher Rec. (See Mr. Williams in Rm 1404 for course labels)</p>

# 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.</p> <p><b>Pathway Courses:</b> 1. Intro to Bus &amp; Tech 2. Legal Env of Bus 3. Entrepreneurship</p>	0 7 . 4 4 1 3 0 9 9	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>	0 6 . 4 1 5 0 0 9 9	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

## Education and Training

### Teaching as a Profession

Course Name/Description	Course Number	Credit	Prerequisite
<p><b>Examining the Teaching Profession (Y)</b> prepares students for future positions in the field of education. Students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum standards.</p> <p><b>Pathway Courses:</b> 1. Examining the Teach Prof 2. Contemporary Issues in Ed 3. Teaching as a Prof Practicum</p>	1 3 . 0 1 1 0 0 9 9	1.0	Not available for seniors

<p><b>Contemporary Issues in Education (Y)</b> engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social/political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school.</p>	1 3 . 0 1 2 0 0 9 9	1.0	Examining Teaching Profession
<p><b>Teaching as a Profession Practicum (Y)</b> offers a candidate a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.</p>	1 3 . 0 1 3 0 0 9 9	1.0	Contemp Issues in Education

## 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>Students use two (2) electives 2 8 . 0 2 1 0 0 9 9</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>	2 8 . 0 2 2 0 0 9 9	1.0	
<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>Students use two (2) electives 2 8 . 0 2 3 0 0 9 9</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>	2 8 . 0 2 4 0 0 9 9	1.0	



<b>JROTC Navy (NS4) – Naval Leadership &amp; Ethics</b>	Students use two (2) electives		
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.	2 8 . 0 2 7 0 0 9 9	1.0	Teacher Rec.
<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.	2 8 . 0 2 8 0 0 9 9	1.0	

## Health Science

### Therapeutic Services/Sports Medicine

Course Name/Description	Course Number	Credit	Prerequisite
<b>Intro to Healthcare Science</b> is the foundational course for all Health Science pathways. This course will enable students to receive initial exposure to the many healthcare careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal and ethical responsibilities of today's healthcare provider. <b>Pathway Courses:</b> 1. Intro to Healthcare Science 2. Essentials of Healthcare 3. Sports Medicine	2 5 . 5 2 1 0 0 9 9	1.0	Not available for seniors
<b>Essentials of Healthcare (Y)</b> is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.	2 5 . 4 4 0 0 0 9 9  (Students who earn 1 unit of credit for this course shall also receive 1 unit of credit for <b>Human Anatomy/Physiology</b> course number 26.0730011)	2.0	Intro to Healthcare Science
<b>Sports Medicine (Y)</b> is appropriate for students who wish to pursue a career in healthcare with a focus on musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. The course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative, and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support.	2 5 . 4 4 6 0 0 9 9	1.0	Essentials of Healthcare

## 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>	20.5310099	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>	20.5321099	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>	20.5331099	1.0	Culinary Arts I & Teacher Rec.

## Informational Technology Programming & Web and Digital Design

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 Tech      1. Intro Software Tech 2. Computer Science Principles    2. Digital Design 3. Programming, Games, Apps    3. Web Design</p>	11.4460099	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>	11.4710099  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 Software Tech

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<p><b>AP Computer Science Principals (Y)</b>  is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.</p>	<p><b>1 1 . 0 1 9 0 0 9 5</b>    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.</p>	1.0	Teacher Rec.
<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>	<p><b>1 1 . 4 7 2 0 0 9 9</b>    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.</p>	1.0	<p>Computer Science Principles  <b>or</b>  AP Computer Science Principals</p>
<p><b>Digital Design (Y)</b>  Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site.</p>	<p><b>1 1 . 4 5 1 0 0 9 9</b></p>	1.0	Intro to Software Tech
<p><b>Web Design (Y)</b>  This course will equip students will the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site.</p>	<p><b>1 1 . 4 5 2 0 0 9 9</b></p>	1.0	Digital Design

# 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) Students may not have Minimum Day, Mentorship, or WBL in the same Semester.

Course Name/Description	Course Number	Credit	Prerequisite	
<p><b>Work-Based Learning</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>	<b>Semester 1 Courses</b>			
	1 <sup>st</sup> block only 0 6 . 7 1 1 4 0 9 6	1.0	<p><b>11<sup>th</sup> &amp; 12<sup>th</sup> Grade Only</b> See Mrs. Varner in Rm 1114 or Coach Hansen in Rm 1113 for requirements, application, and course labels.</p>	
	4 <sup>th</sup> block only 0 6 . 7 1 1 5 0 9 6	1.0		
	Both 1 <sup>st</sup> & 2 <sup>nd</sup> blocks 0 6 . 7 2 1 4 0 9 6	2.0		
	Both 3 <sup>rd</sup> & 4 <sup>th</sup> blocks 0 6 . 7 2 1 5 0 9 6	2.0		
	<b>Semester 2 Courses</b>			
	1 <sup>st</sup> block only 0 6 . 7 1 1 4 0 9 7	1.0		
	4 <sup>th</sup> block only 0 6 . 7 1 1 5 0 9 7	1.0		
	Both 1 <sup>st</sup> & 2 <sup>nd</sup> blocks 0 6 . 7 2 1 4 0 9 7	2.0		
	Both 3 <sup>rd</sup> & 4 <sup>th</sup> blocks 0 6 . 7 2 1 5 0 9 7	2.0		

**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(combined)</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, pickleball, 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, slimnastics, and stretching exercises.</p>	3 6 . 0 5 3 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	None

<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>Weight Training (Semester 1)</b> 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.	3 6 . 0 5 4 0 0 9 9	1.0	None
<b>Advanced Weight Training (Semester 2)</b> 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.	3 6 . 0 6 4 0 0 9 9	1.0	None
<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	Coach 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	Coach Rec

## 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. Appropriate dress for the office environment is required! *Students may not have Minimum Day, Mentorship, or Work-Based Learning in the same Semester. <b>Application Required-get applications and course labels from Ms. Kurtz in the Media Center.)</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>	<p style="text-align: center;">11<sup>th</sup> &amp; 12<sup>th</sup> grade only</p>
<p><b>Community Service Learning I</b> Students in this class write articles and features for our school's website and other media. <b>Application Required-get applications and course labels from Ms. Kurtz in the Media Center.)</b></p>	<p style="text-align: center;">3 5 . 0 5 1 0 0 1 1</p>	<p style="text-align: center;">1.0</p>	<p style="text-align: center;">11<sup>th</sup> &amp; 12<sup>th</sup> grade only</p>
<p><b>Minimum Day</b> Seniors who are on-track to graduate may choose to reduce their schedule by one (1) class <b>Spring semester</b>. 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 1 7 0 0 0</p> <p style="text-align: center;">Minimum Afternoon – Semester 2 0 0 . 0 0 3 2 0 0 0</p>	<p style="text-align: center;">No Credit</p>	<p style="text-align: center;">12<sup>th</sup> Grade Only</p>
<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 90 minutes 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/GaVS may be taken in our online lab or off- campus</p>		<p style="text-align: center;">Contract Required</p>
<p><b>Dual Enrollment</b> Students planning to take dual enrollment courses at a local college must attend a Dual Enrollment information session through our counseling department and complete the college application process prior to the colleges' deadlines. <b>See your counselor for Dual Enrollment paperwork and course placeholder labels.</b></p>			