

OSBORNE HIGH SCHOOL



**2026-2027 Freshman
Registration Handbook
(Class of 2030)**

INTRODUCTION

Welcome to Osborne High School — Home of the Cardinals! We look forward to your arrival in August 2026. We know that you will continue working hard during the second semester of middle school to prepare yourself for the transition to high school. The following information will be helpful to you and your parents in making course selections for the 2026-2027 school year. Please read this handbook carefully.

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

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

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

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

Administration

| | |
|--|------------------|
| Principal..... | Troy Jones |
| Assistant Principal..... | Andrea Battaglia |
| Assistant Principal/Athletic Director..... | Ronald Boggs |
| Assistant Principal..... | Martha Montreal |
| Assistant Principal..... | Ben Needle |
| Assistant Principal..... | Necole Mohammed |
| Assistant Principal..... | Greg Barilow |
| Assistant Principal..... | James Davis |

School Counseling Office (based on student last name)

| | |
|--|----------------------|
| A–Fi 9 th -11 th grade..... | Kismet Rhodes |
| Fj-Lo 9 th -11 th grade..... | Ashleigh Turner |
| Lp-Re 9 th -11 th grade..... | Michael Stringer |
| Rf-Z 9 th -11 th grade..... | Sherly Touze |
| 12 th Grade..... | Maureen Foley-Talley |
| CITA Counselor | Dinaia Crumbley |
| Counseling Registrar | Ayesha Fawzi |
| Department Lead..... | Mary Carr |

Department Chairs

| | |
|-----------------------|------------------------------------|
| English | Corina Clark |
| Mathematics | Nicole Grizey/Randall Hill |
| Science | Elizabeth Yale |
| Social Studies | Will Collins |
| World Languages | Carolina Campos/Rebecca Rubenstein |
| Fine Arts..... | Tijuana Harris |
| Career Tech | Michael Devault/Kathryn Hunt |
| Health/PE | Neal Sammons |
| ESOL | Oksana Tsybalov |

Special Education Toni Dimas

Important Dates

| Date | Event | Location |
|----------|---|---------------------|
| 1/29/26 | Elective Fair and incoming 9 th grade parent meeting | Osborne High School |
| February | Middle School Elective Registration | Each middle school |
| (TBA) | Freshman Bridge Program | Osborne High School |

Helpful Websites

Osborne High School

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

NCAA Clearinghouse

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

GA HOPE Scholarship & Programs

- HOPE Programs: <https://gsfc.georgia.gov/hope>
- GAfutures.org: <https://www.gafutures.org/>
- Courses with rigor: http://apps.gsfc.org/main/publishing/pdf/2012/Course_List.pdf

Making the Transition from Middle School to High School

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

The Academic Program: Credits, Promotion, and GPA

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

Athletic Eligibility

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

Future Plans

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

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

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

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

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

REGISTRATION DIRECTIONS

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

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

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

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

Sample student schedules: 4x4 block

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

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

Sample 4x4 Block Schedule: Band, Chorus, or Orchestra– Students who enroll in performing arts classes must enter **both course numbers** on their registration form.

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

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

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

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

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

English: Communication Skills
Literature/Composition I
Honors Literature/Composition I
ESL Communication Skills
ESL 9th Literature/Composition

Mathematics: Foundations of Algebra
Algebra 1
Honors Algebra I
Honors Geometry (only if HS-MS Math Credit)

Science: Environmental Science
ESL Environmental Science
Honors Biology

Social Studies: US/World Affairs
ESL Current Issues
Honors US/World Affairs
AP Human Geography

Electives:

World Languages: French I
Spanish I
Spanish II (only if taken Spanish I in middle school)
Native Speakers Spanish I
Native Speakers Spanish II (only if taken Native I in middle school)

Fine Arts: Band I/Band II (only if currently taking in middle school)
Chorus I/Chorus II
Orchestra I/ Orchestra II (only if currently taking in middle school)
Fundamentals of Drama I
Visual Arts: Comprehensive
Drawing I (only if taken HS-MS Art)
Ceramics I (only if taken HS-MS Art)

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

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

Weight Training (Coach recommendation only)

English/Language Arts

| Course Name/Description | Course Number | Prerequisite | Units |
|---|---------------------|--|------------|
| Communication Skills Students receive reinforcement in the following strands: Reading Literary text, Reading Informational text, Writing, Language, and Speaking and Listening. The emphasis is to offer reading skills, vocabulary development, reading opportunities, writing process activities, and language study. | 2 3 . 1 8 1 0 0 1 1 | TR and 9 th Grade Placement Chart | 1.0 |
| ESL Communication Skills Students receive reinforcement in the following strands: Reading Literary text, Reading Informational text, Writing, Language, and Speaking and Listening. The emphasis is to offer reading skills, vocabulary development, reading opportunities, writing process activities, and language study. Adaptations in presentation are made to accommodate ESOL students | 2 3 . 0 8 1 0 0 9 9 | TR and 9 th Grade Placement Chart | 1.0 |
| Literature & Composition I Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. | | TR and 9 th Grade Placement Chart | 1.0 EOC |
| Honors 9th Grade Lit/Comp Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. | | TR and 9 th Grade Placement Chart | 1.0 EOC |
| ESL Literature & Composition I is a college prep class which integrates composition, grammar and literature. It covers the writing process; the development of vocabulary, speaking, listening and researching skills will also be included. Adaptations in presentation are made to accommodate ESOL students. | 2 3 . 0 6 1 0 0 9 9 | TR and 9 th Grade Placement Chart | 1.0 EOC |

Mathematics

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

Science

| Course Name/Description | Course Number | Prerequisite | Units |
|---|---------------------|---|--|
| Environmental Science is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment. | 2 6 . 0 6 1 1 0 1 1 | TR and 9 th Grade Placement Chart | 1.0 |
| ESL Environmental Science is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment. Adaptations in presentation are made to accommodate ESOL students. | 2 6 . 0 6 1 1 0 9 9 | TR and 9 th grade Placement Chart | 1.0 |
| Honors Biology is an accelerated course designed for students interested in pursuing advanced sciences or careers in the science or engineering fields. Students will learn and understand biological processes that occur on the molecular, cellular, systemic, and environmental levels. Students will also be able to implement applications of biological processes to everyday situations. | 2 6 . 0 1 2 0 0 0 3 | TR and 9 th Grade Placement Chart | 1.0 EOC (earns 0.5 quality point) |

Social Studies

| Course Name/Description | Course Number | Prerequisite | Units |
|--|---------------------|--|----------------------------------|
| US/World Affairs Focuses on global interrelationships, analyzing strategic geographic, political, economic and social issues that influence the United States' relationships with other countries in an interdependent world. | 4 5 . 0 7 1 1 0 1 1 | TR and 9 th Grade Placement Chart | 1.0 |
| ESL Current Issues is a course focused on analysis of current issues and influences that are related to these issues and examining how decisions are made concerning those issues. Integrates and reinforces social studies skills. Adaptations in presentation are made to accommodate ESOL students. | 4 5 . 0 1 2 0 0 9 9 | TR | 1.0 |
| H US/World Affairs Focuses on global interrelationships, analyzing strategic geographic, political, economic and social issues that influence the United States' relationships with other countries in an interdependent world. | 4 5 . 0 7 1 1 0 0 7 | TR and 9 th Grade Placement Chart | 1.0 |
| AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Examines methods and tools geographers use in their science and practice. Follows the Advanced Placement Geography Curriculum. | 4 5 . 0 7 7 0 0 9 5 | TR and 9 th Grade Placement Chart | 1.0 (earns 1.0 quality point) |

Special Education

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

World Languages

| Course Name/Description | Course Number | Prerequisite | Units |
|---|---------------------|--|-------|
| Note: Students who complete French I or Spanish I in 8 th Grade and wish to continue that language in high school may choose the second or second & third level courses. See your current world language teacher for the appropriate course numbers. | | | |
| French I 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 | None Recommended to have a 74 or higher in current English/Language Arts class | 1.0 |
| French II is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the French-speaking world. | 6 0 . 0 1 2 0 0 1 1 | French I in Middle School | 1.0 |
| Spanish I is designed for non-native Spanish speakers with no knowledge Spanish. It is an introduction to the language and culture of Spain and other Spanish-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for basic communication as well as an appreciation of diversity in the Spanish-speaking world | 6 0 . 0 7 1 0 0 1 1 | Grade of 74 or higher in current English/Language Arts class OR Teacher Recommendation, Non-Native Speaker (for all level 1 languages) | 1.0 |
| Spanish II is a continuation of Spanish I, also for non-native Spanish speakers, or those with a very basic, limited knowledge of Spanish. It is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the Spanish-speaking world. | 6 0 . 0 7 2 0 0 1 1 | Spanish I in Middle School, Non-Native Speaker | 1.0 |
| Spanish for Native Speakers I is taught in Spanish, is for students who understand and speak Spanish, and are beginning to read and write Spanish. Students will develop their reading and writing skills and learn of various Spanish speaking countries. Students will be introduced to simple literary works, art and culture of the Spanish speaking world. | 6 0 . 0 7 9 0 0 9 7 | Native speaker I in middle school | 1.0 |

Fine Arts

| Course Name/Description | Course Number | Prerequisite | Units |
|--|---|--|------------|
| Band I and Band II are the entry level Band performance classes that focus on the basic fundamentals of tone production, music reading, and performance. The band class focuses on the development of the combined ensemble. Students are placed in appropriate level band classes based upon auditions. | *COMBO COURSE: Students use two (2) electives and enter both courses on their registration worksheet. 5 3 . 0 3 6 1 0 9 9 5 3 . 0 3 6 2 0 9 9 | Audition | 1.0 1.0 |
| Chorus I and Chorus II provides opportunities to develop performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. | *COMBO COURSE: Students use two (2) electives and enter both courses on their registration worksheet. 5 4 . 0 2 1 1 0 9 9 5 4 . 0 2 1 2 0 9 9 | None | 1.0 1.0 |
| Orchestra I and Orchestra II are the entry level orchestra performance classes that focus on the basic fundamentals of tone production, music reading, and performance. The classes focus on the technical development of the string instrument and the development of the combined ensemble. | *COMBO COURSE: Students use two (2) electives and enter both courses on their registration worksheet. 5 3 . 0 5 6 1 0 9 9 5 3 . 0 5 6 2 0 9 9 | 6 th , 7 th , & 8 th Grade Orchestra Or Audition | 1.0 1.0 |
| Theatre Arts/Fundamentals I 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. | 5 2 . 0 2 1 0 0 9 9 | None | 1.0 |
| Visual Art: Comprehensive is a prerequisite for all other visual art classes. This class introduces art history, criticism, aesthetic judgment & studio production to the beginning art student. Emphasizes the ability to understand & use the elements of art & 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. | 5 0 . 0 2 1 1 0 9 9 | None | 1.0 |
| Drawing/Painting I explores a variety of drawing techniques & media with an emphasis on developing drawing skills. Examines solutions to drawing problems through student drawings & those of other artist. | | MS-HS Credit | 1.0 |
| Ceramics/Pottery I introduces the characteristics of clay and design using various techniques of construction and surface treatments. Studio processes are emphasized, and students are involved in firing and presenting their clay work. | 5 0 . 0 4 1 1 0 9 9 | MS-HS Credit | 1.0 |

Career Technical (CTAE)

| Course Name/Description | Course Number | Prerequisite | Units |
|--|---------------------|--------------|-------|
| <p>Audio & Video Technology & Film I 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>Pathway Courses: 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III</p> | 1 0 . 5 1 8 1 0 9 9 | None | 1.0 |
| <p>Food and Nutrition Food, Nutrition and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health. This is the prerequisite for the Foods pathway as well as the Culinary Arts pathway</p> <p>Pathway Courses: 1. Food and Nutrition 2. Introduction to Culinary Arts 3. Culinary Arts I 4. Culinary Arts II OR 1. Food and Nutrition 2. Food for Life 3. Food Science</p> | 2 0 . 5 3 1 0 0 9 9 | None | 1.0 |
| <p>Intro to Business & Technology provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business.</p> <p>Pathway Courses: 1. Intro to Business & Technology</p> | 0 7 . 4 4 1 3 0 9 9 | None | 1.0 |

| | | | |
|---|---------------------|--|-----|
| <p>2. Business & Technology 3. Business Communications</p> <p>Pathway Courses: 1. Intro to Business & Technology 2. Financial Literacy 3. Accounting I</p> | | | |
| <p>Intro to Graphics & Design is the foundational course for both the Graphics Production and Graphics Design pathways. This course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics & Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout.</p> <p>Pathway Courses: 1. Intro to Graphics & Design 2. Graphic Design and Production 3. Advanced Graphic Design</p> | 4 8 . 5 6 1 0 0 9 9 | None | 1.0 |
| <p>JROTC Army Leadership I Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. This laboratory course is designed to introduce students to the history, customs, traditions, and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course.</p> <p>Pathway courses: 1. JROTC Army Leadership I 2. JROTC Army Leadership II 3. JROTC Army Leadership III (Levels IV – VIII also offered)</p> <p>Note: Students who earn three (3) units of JROTC are not required to take the Health & Personal Fitness course. If you plan to complete the pathway, <u>you should strike through Heath & Personal Fitness.</u></p> | 2 8 . 0 3 1 0 0 9 9 | None | 1.0 |
| <p>JROTC Army Leadership 2 This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness are reinforced by diet, nutrition, and physical</p> | 2 8 . 0 3 2 0 0 9 9 | JROTC Army Leadership Education 1 (MUST be chosen as an elective also) | 1.0 |

| | | | |
|--|---------------------|------|-----|
| <p>fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values, and attributes.</p> <p>Pathway courses:</p> <ol style="list-style-type: none"> 1. JROTC Army Leadership I 2. JROTC Army Leadership II 3. JROTC Army Leadership III | | | |
| <p>Introduction to Law Public Safety, Corrections and Security</p> <p>(LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law.</p> <p>Pathway courses:</p> <ol style="list-style-type: none"> 1. LPSCS 2. Criminal Justice Essentials 3. Criminal Investigations | 4 3 . 4 5 0 0 0 9 9 | None | 1.0 |

Physical Education

| Course Name/Description | Course Number | Prerequisite | Units |
|--|--|---|-------|
| <p>Health & Personal Fitness(BPE)</p> <p>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.</p> <p>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 | All 9 th grade students are automatically enrolled in Health/BPE | 1.0 |
| <p>Weight Training</p> <p>Due to the limited space in weight training, 9th grade students may not elect to take this class. If you are participating in high school athletics, contact your coach about taking this class. If your coach indicates that you should enroll in this class, then write the sport and coach's name in the "Course Name" space on the elective worksheet. Leave "Course Number" blank.</p> | <p>Write the name of the sport and the coach's name in "Course Name"</p> <p>Leave Course # blank</p> | Recommendation by high school coach only | |

2026-2027 Elective Course Registration Worksheet

Use this worksheet to determine your elective courses for the 2026– 2027 School year. You will make your selection using the online form.

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

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

Choose your electives in order of ranking

| | |
|--------------------|--|
| Elective 1 | |
| Elective 2 | |
| Elective 3 | |
| Elective 4 | |
| | |
| Alternate 1 | |
| Alternate 2 | |

Every effort will be made to schedule courses selected. In some cases, the classes selected result in a scheduling conflict or the spaces were filled by upperclassmen. If the conflict cannot be eliminated, one (or both) of the alternates will be used to replace the

course(s) causing the conflict. **Courses listed as alternates can appear on your schedule.**