

Note: Rising 9<sup>th</sup> graders must use the “**2026-2027 Freshman Registration Handbook**” available online

# Osborne High School 2026-2027



## Course Catalog

(for current high school students)

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 .....Necole Mohammad  
Assistant Principal .....Martha Monreal  
Assistant Principal ..... Greg Barilow  
Assistant Principal ..... James Davis  
Assistant Principal ..... Ben Needle

School Counseling Office  
(based on student last name)

A–Fi 9<sup>th</sup>-11<sup>th</sup> grade.....Kismet Rhodes  
Fj-Lo 9<sup>th</sup>-11<sup>th</sup> grade.....Ashleigh Turner  
Lp-Re 9<sup>th</sup>-11<sup>th</sup> grade.....Michael Stringer  
Rf-Z 9<sup>th</sup>-11<sup>th</sup> grade.....Sherly Touze  
12<sup>th</sup> Grade.....Maureen Foley-Talley  
CITA Counselor A-Z.....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/Katy Hunt  
Health/PE ..... Neal Sammons  
ESOL ..... Oksana Tsymbalov

Special Education .....Toni Dimas

# Course Registration Process

Students will register for elective courses for the 2026-2027 school year by selecting 4 choices and 2-4 alternate choices if there are scheduling conflicts. Students' core teachers will select core courses for students.

## January

Students should review the 2026-2027 Course Catalog to select elective courses for the next school year. The course catalog will be available electronically on our website. Elective registration forms will be available in January. Instructions will be given in advisement.

\*\*\*Some courses (yearbook, work-based learning, minimum day, CVA/GaVS online courses, December graduate, and dual enrollment) require applications and/or teacher recommendation forms that must be completed before registration.

Elective Fair will be held on 1/29/26 for students to see all of the elective options available.

## February

The elective registration form will be closed on February 6th.

## March

Students will meet with school counselors will be completed the week of 3/16-3/20.

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

**WAIVER PROCEDURES:** Course requests will be available on ParentVue to verify all of the courses (both academic core and electives) for which you are registered. If any of the academic courses listed are incorrect, please request a form from the counseling suite and follow the directions on the sheet.

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

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

Subjects	Georgia High School Diploma
English	<b>4 Units Including:</b> 1 Unit 9 <sup>th</sup> Grade Literature/Composition 1 Unit American Literature/Composition 2 additional English units
Mathematics	<b>4 Units Including:</b> GSE Algebra 1 or GSE Accelerated Algebra 1/Geometry A GSE Geometry or GSE Accelerated Geometry B/Algebra 2 GSE Algebra 2 1 additional math unit
Science	<b>4 Units Including:</b> 1 Unit Biology 1 Unit Chemistry or Earth Systems or Environmental Science 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 (Univ. of S. Carolina & Univ. of Tenn) while others require both a fine arts credit and a computer/technology credit (Ole Miss & Miss State). It is the student's responsibility to check college entrance requirements for the institution he or she plans to attend.
Health and Physical Education <b>NOTE:</b> Students who earn 3 units in JROTC will have met the health & personal fitness requirement.	<b>1 Unit Including:</b> ½ Unit Health ½ Unit Personal Fitness
Electives	<b>4 Units</b>
<b>TOTAL UNITS MINIMUM</b>	<b>23 Units</b>

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

### College and Career Pathways

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

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

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

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

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

# Special Education

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

## English/Language Arts

Course Name/Description	Course Number	Credit	Prerequisite
<b>Literature &amp; Composition II (Y)</b> Literature & Composition II is the second 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 II focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.	2 3 . 0 6 3 0 0 1 1	1.0	1 unit of English credit
<b>Honors Literature &amp; Composition II (Y)</b> Literature & Composition II is the second 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 II focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.	2 3 . 0 6 3 0 0 0 3	1.0	1 unit of English credit
<b>Literature &amp; Composition III (Y)</b> Literature & Composition III is the third course in the standard pathway of secondary English language arts courses. 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. Literature & Composition III 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 realworld, academic, and disciplinary contexts. This course must utilize the 9-12 standards and 11th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.	2 3 . 0 5 1 0 0 1 1	1.0	1-2 units of English credit
<b>Honors Literature &amp; Composition III (Y)</b> Literature & Composition III is the third course in the standard pathway of secondary English language arts courses. 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. Literature & Composition III 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 realworld, academic, and disciplinary contexts. This course must utilize the 9-12 standards and 11th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.	2 3 . 0 5 1 0 0 0 3	1.0	1 - 2 units of English

<p><b>AP Eng Language Comp(Y)</b>  focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board. (This literature module must be taught in the 11th grade and is recommended as a designated substitute for American Literature.)</p>	<p>2 3 . 0 5 3 0 0 9 5</p>	<p>1.0</p>	<p>2 units of English credit</p>
<p><b>Multicultural Lit/Comp (Y)</b>  focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.</p>	<p>2 3 . 0 6 7 0 0 1 1  *includes senior project</p>	<p>1.0</p>	<p>3 units of English credit</p>
<p><b>AP English Literature &amp; Comp (Y)</b>  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. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.</p>	<p>2 3 . 0 6 5 0 0 9 5</p>	<p>1.0</p>	<p>3 units of English credit</p>
<p><b>British Lit/Comp (Y)</b>  This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in</p>	<p>2 3 . 0 5 2 0 0 1 1</p>	<p>1.0</p>	<p>3 units of English credit</p>

British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.		* i n c l u d e s s e n i o r p r o j e c t		
<b>Dramatic Writing (Film, Television, and Theatre I)/</b> —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. <b>Note:</b> This course meets fourth English Language Arts core requirement.		5 2 . 0 9 2 0 0 1 1 * i n c l u d e s s e n i o r p r o j e c t	1.0	3 units of English credit
<b>Journalism: Annual I-IV (Y)</b> are courses that explore journalistic writing through the analysis of yearbooks. It concentrates on the purpose, influence and structure, and language use. It also covers news gathering, ethics, copy writing, editing and revising. The course includes layout, circulation and production as minor aspects.	I II III IV	2 3 . 0 3 2 0 0 1 1 2 3 . 0 3 3 0 0 1 1 2 3 . 0 3 5 0 0 1 1 2 3 . 0 3 6 0 0 1 1	1.0 1.0 1.0 1.0	Application Required (See Ms. Richard in H343)
<b>Advanced Placement (AP) Seminar</b>		23.0380011	1.0	Teacher Recommendation

## Mathematics

Course Name/Description	Course Number	Credit	Prerequisite
<b>Geometry (Y)</b> is the 2 <sup>nd</sup> course in a sequence of three required high school courses designed to ensure career and college readiness. Units of study include transformations in the coordinate plane, similarity, congruence, & proofs, right triangle trigonometry, circles & volume, geometric & algebraic connections, and applications of probability.	2 7 . 0 9 9 1 0 1 1	1.0	GSE Algebra I
<b>Geometry w/ Support (Y)</b> is used to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Geometry Support is an elective course that is taken concurrently with GSE Geometry.	2 7 . 0 9 9 8 0 1 1 2 7 . 1 9 9 1 0 1 1 (Support replaces one elective)	1.0	Teacher Rec. & Remedial Ed. Indicators
<b>Honors Geometry (Y)</b> is the 2 <sup>nd</sup> course in a sequence of honors courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career. This course contains all	2 7 . 0 9 9 1 0 0 3	1.0	GSE Algebra I



of the standards as the on-level course with a few additional standards and more depth of knowledge. The course is intended for students who completed Algebra 1 in the 8 <sup>th</sup> grade or excelled in Algebra 1 in the 9 <sup>th</sup> grade.			
<b>Advanced Algebra (Y)</b> is the 3 <sup>rd</sup> course in a sequence of three required high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth math course options relevant to their career pursuits. Units of study include quadratics, operations with polynomials, polynomial functions, rational & radical relationships, exponential & logarithms, mathematical modeling, and inferences & conclusions from data.	2 7 . 0 9 9 2 0 1 1	1.0	GSE Geometry
<b>Honors Advanced Algebra (Y)</b> is the 3 <sup>rd</sup> course in a sequence of honors courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career. This course contains all of the standards as the on-level course with a few additional standards and more depth of knowledge.	2 7 . 0 9 9 2 0 0 3	1.0	GSE Geometry or Honors Geometry
<b>Pre-Calculus (Y)</b> is a fourth mathematics course designed to prepare students for calculus and other college level mathematics courses. Units of study include intro to trigonometry, trig functions, trigonometry of triangles, trig identities, matrices, conics, vectors, and probability.	2 7 . 0 9 7 4 0 1 1	1.0	GSE Algebra II
<b>AP Pre-Calculus (Y)</b> is the last course in a sequence of honors/accelerated courses designed to enable students to take higher level mathematics courses including AP Calculus and Multivariable Calculus during their high school careers. Units of study include intro to trigonometry, trig functions, trigonometry of triangles, trig identities, matrices, conics, vectors, inference & conclusions from data, and probability.	2 7 . 0 9 7 7 0 0 3	1.0	Accelerated Geom B/Alg II or Honors Algebra II
<b>Advanced Financial Algebra</b> Advanced Financial Algebra is a fourth-year mathematics course option designed for students who have successfully completed Advanced Algebra: Concepts and Connections. The course extends and deepens student understanding of algebra, statistics, and research design while introducing students to relevant financial and business applications. Students will create, apply, and interpret a wide variety of algebraic function-models to aid in real-world decision making. Statistical research and analysis will be used to determine the efficacy of model applications and further assist in exploring scenarios with financial implications. Financial contexts for these mathematical concepts will include business operations and optimization, tax considerations, insurance and risk management, banking services, budget creation, loan and credit analysis, investment strategies and retirement plans, stock market performance, real estate fundamentals, and automobile ownership. Prerequisites: This course is designed for students who have successfully completed Advanced Algebra: Concepts and Connections.	2 7 . 0 8 7 0 0 1 1	1.0	3 core units of math
<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 the process used to make decisions stemming from observed data. This course is designed for students who want to pursue studies/careers in the quantitative/scientific fields.	2 7 . 0 7 4 0 0 9 5	1.0	2 core units of math
<b>AP Calculus AB (Y)</b> follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus. Prerequisite: Advanced Algebra and Trigonometry or analysis.	2 7 . 0 7 2 0 0 9 5	1.0	Precalculus or Acc Precalculus
<b>AP Calculus BC (Y)</b> conforms to College Board topics for the Advanced Placement Calculus BC Examination. Covers Advanced Placement Calculus AB topics and includes vector functions, parametric equations,	2 7 . 0 7 3 0 0 9 5	1.0	AP Calculus AB

conversions, parametrically defined curves, tangent lines, and sequence and series. Prerequisite: Advanced Algebra and Trigonometry or Analysis.			
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## Science

Course Name/Description	Course Number	Credit	Prerequisite
<b>Biology (Y)</b> curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.	26.0120011	1.0	
<b>Honors Biology (Y)</b> curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.	26.0120003	1.0	
<b>Advanced Placement Biology (Y)</b> is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations.	26.0140095	1.0	
<b>Honors Physics (Y)</b> is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry. Honors Physics is more independent learning and advanced calculations.	40.0810003	1.0	
<b>Physics (Y)</b> is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.	40.0810011	1.0	
<b>Advanced Placement Physics 1 (Y)</b> is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.	40.0831095	1.0	

<b>Physical Science (Y)</b> is a course designed to give the student a basic introduction to the nature of chemistry and physics. Performance tasks including laboratory activities, will be reinforced with mathematical solutions, and everyday technological applications. No honors level for this course.	4 0 . 0 1 1 0 0 1 1	1.0	
<b>Honors Chemistry I (Y)</b> is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. Honors Chemistry is more independent learning and advanced calculations and research.	4 0 . 0 5 1 0 0 0 3	1.0	
<b>Chemistry I (Y)</b> is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.	4 0 . 0 5 1 0 0 1 1	1.0	
<b>Advanced Placement Chemistry (Y)</b> is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gases laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time. It is expected that a minimum of 290 minutes per week will be allotted for an AP Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics.	4 0 . 0 5 3 0 0 9 5	1.0	
<b>Astronomy (Y)</b> provides the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of sophomore-high level mathematics. Laboratory exercises include experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums.	4 0 . 0 2 1 0 0 1 1	1.0	
<b>Forensics Science (Y)</b>	4 0 . 0 9 3 0 0 1 1	1.0	

focuses scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.			
<b>Honors Human Anatomy/Physiology (Y)</b> is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It 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. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.	2 6 . 0 7 3 0 0 0 3	1.0	
<b>AP ENVIRONMENTAL SCIENCE</b> is scientific systematic examination of the interrelationships of the natural world, and the student will be able to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.	2 6 . 0 6 2 0 0 9 2	1.0	
<b>Zoology (Y)</b> is a laboratory based course that will survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology of porifera, cnidaria, platyhelminthes, nematode, rotifer, annelid, bryozoa, mollusca, arthropods, echinodermata, hemichordate, chordat, agnatha, chondrichthyes, osteichthyes, amphibian, reptilian, aves, and mammalian will be investigated through comparative studies done during laboratory observations and dissections. Furthermore, students will compare and contrast methods used by organisms from different phyla to accomplish basic life processes.	2 6 . 0 7 1 0 0 1 1	1.0	

## Social Studies

Course Name/Description	Course Number	Credit	Prerequisite
<b>World History (Y)</b> is a survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.	4 5 . 0 8 3 0 0 1 1	1.0	
<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 –	4 5 . 0 8 3 0 0 0 3	1.0	

present). Critical thinking and problem solving are stressed. Extensive reading and writing are required.			
<b>AP World History (Y)</b> Conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills.	4 5 . 0 8 1 1 0 9 5	1.0	
<b>U. S. History (Y)</b> examines the history of the United States beginning with the British settlement of North America . The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.	4 5 . 0 8 1 0 0 1 1	1.0	
<b>Honors U. S. History (Y)</b> is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America's social, political, and economic evolution during the formative years to present. Emphasis on inquiry & analysis of historical situations. Extensive reading/writing are required.	4 5 . 0 8 1 0 0 0 3	1.0	
<b>AP U. S. History (Y)</b> conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times.	4 5 . 0 8 2 0 0 9 5	1.0	
<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.	4 5 . 0 5 7 0 0 1 0	½	
<b>Principles of Economics</b> is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary/fiscal policies, & international trade.	4 5 . 0 6 1 0 0 1 0	½	
<b>Honors American Government</b> is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary and fiscal policies, and international trade.	4 5 . 0 5 7 0 0 0 2	½	
<b>Honors Economics</b> is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary and fiscal policies, and international trade. EOC REQUIRED	4 5 . 0 6 1 0 0 0 2	½	
<b>AP U.S. Government &amp; Politics (Y)</b>	4 5 . 0 5 2 0 0 9 5	1.0	

conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth.			
<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	1.0	
<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	1.0	
<b>AP African American Studies</b> Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.		1.0	
<b>Sports in United States Society</b> The Sports in United States Society course examines the vital sociological role of sports in the making of United States society and culture, and vice-versa. The course analyzes the reasons for and popularity of youth, high school, collegiate, and professional sports and the interrelationship between sports and other social institutions, such as the economy, education, media, and politics. Inequalities and deviance in society that are reflected in sports are discussed, along with social progress championed through sports. Current issues and controversies in sports that are a microcosm of society are also presented.		1.0	
<b>AP European History (Y)</b> will investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. You will study six themes that historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. <b>This is an academic elective.</b>	4 5 . 0 8 4 0 0 9 5	1.0	World History

## World Languages

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.	6 0 . 0 1 1 0 0 1 1	1.0	None Recommended to have at least a 75 in the last English/Language Arts class
<b>French II (Y)</b> is designed to further develop listening, speaking, reading and writing with an emphasis on oral	6 0 . 0 1 2 0 0 1 1	1.0	French I

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.			
<b>Honors French III (Y)</b> is designed to further develop a student's communication skills and cultural appreciation of the French-speaking world. The student will be able to participate in a variety of oral and written activities.	6 0 . 0 1 3 0 0 0 3	1.0	Minimum grade of B in French II or teacher recommendation
<b>Honors French IV (Y)</b> is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the French-speaking world.	6 0 . 0 1 4 0 0 0 3	1.0	Minimum grade of B in Honors French III or teacher recommendation
<b>AP French Language (Y)</b> is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing.	6 0 . 0 1 7 0 0 9 5	1.0	Minimum grade of B in Honors French IV or teacher recommendation

## Spanish

<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.	6 0 . 0 7 1 0 0 1 1	1.0	None Recommended to have at least a 75 in the last English/Language Arts class
<b>Spanish for Native Speakers I (Y)</b> is designed for the Spanish Heritage Speaker and will focus on skills in reading, writing, listening, and speaking with emphasis on comprehension and interpretation of the cultures of the Spanish-speaking world.	6 0 . 0 7 9 9 9 1 1	1.0	Must be a Native Spanish Speaker
<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.	6 0 . 0 7 2 0 0 1 1	1.0	Spanish I
<b>Spanish for Native Speakers II (Y)</b> is designed for the Spanish Heritage or Native Speaker to enhance skills in reading, writing, listening and speaking with an emphasis on comprehension and interpretation of the cultures of the Spanish-speaking world.	6 0 . 0 7 9 1 0 1 1	1.0	Spanish for Native Speakers I or Native Speakers with some literacy skills
<b>Spanish for Native Speakers III (Y)</b> is designed for the Spanish Heritage Speaker or Native Speaker who brings strong proficiency and literacy skills in Spanish. This course will develop advanced communicative competency in reading, writing, speaking and listening, will refine language forms and structures in professional settings, and will develop a deep understanding of Hispanic cultures and issues of identity of heritage/native speakers in the United States.	?		Spanish for Native Speakers II or Native Speakers with some literacy skills

<b>Honors Spanish III (Y)</b> is designed to further develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding and appreciation of the Spanish-speaking world	6 0 . 0 7 3 0 0 0 3	1.0	Minimum grade of B in Spanish II or teacher recommendation
<b>Honors Spanish IV (Y)</b> is designed to continue the development of communicative competence in Spanish and understanding of Hispanic culture. Students gain increased confidence in recombining learned material, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages, and making oral and written presentations in Spanish. They manipulate more complex features and more abstract concepts.	6 0 . 0 7 4 0 0 0 3	1.0	Minimum grade of B in Honors Spanish III or teacher recommendation
<b>Honors Spanish V (Y)</b> is designed to enhance listening, speaking, reading and writing skills along the themes of Beauty and Aesthetics, Science and Technology, Public and Private Identities, Contemporary Life, The Family and The Community and Global Challenges. Provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures. Students are able to understand material presented on a variety of topics related to contemporary, historical, and literary events and issues in the Hispanic culture.	6 0 . 0 7 5 0 0 0 3		Minimum grade of B in Honors Spanish IV or teacher recommendation
<b>AP Spanish Language and Culture (Y)</b> is designed to emphasize communication skills by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course is taught almost exclusively in Spanish. Engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices and perspectives of the Spanish-speaking world.	6 0 . 0 7 7 0 0 9 5	1.0	Minimum grade of B in Honors Spanish V or teacher recommendation
<b>AP Spanish Literature and Culture (Y)</b> is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.	6 0 . 0 7 8 0 0 9 5	1.0	Minimum grade of B in AP Spanish Language and Culture or teacher recommendation

## German

<b>German I (Y)</b> Introduces the German language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of German-speaking cultures.	6 0 . 0 1 1 0 0 1 1	1.0	None Recommended to have at least a 75 in the last English/Language Arts class
<b>German II (Y)</b> enhances Level One skills in German and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of German-speaking cultures.	6 0 . 0 1 2 0 0 1 1	1.0	German I
<b>Honors German III (Y)</b> enhances skills in German and provides opportunities to further develop listening, speaking, reading, and writing skills in an	6 1 . 0 1 3 0 0 1 1		Minimum grade of B in German II or teacher recommendation



integrated way. Provides continued practice in previous topics and introduces new topics. Offers further opportunities to increase understanding and appreciation of German culture.			
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# Visual Arts

Course Name/Description	Course Number	Credit	Prerequisite
<b>Visual Arts: Comprehensive (Y)</b> 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	1.0	None
<b>VA Drawing I (Y)</b> explores a variety of drawing techniques and media; emphasizes developing basic drawing skills and critical analysis skills for responding to master drawings. Examines student drawings and those of other artists. Covers art from around the world.	5 0 . 0 3 1 1 0 9 9	1.0	Visual Art: Comp
<b>VA Drawing II (Y)</b> enhances level-one skills in technique and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.	5 0 . 0 3 1 2 0 9 9	1.0	VA Drawing I
<b>VA Drawing III (Y)</b> enhances level-two skills in technique and provides further exploration of drawing media. Reinforces drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to increasingly complex drawing problems and development of personal style.	5 0 . 0 3 0 3 0 9 9	1.0	VA Drawing II
<b>VA Drawing IV (Y)</b> enhances level-three skills in technique and provides further exploration of drawing media. Reinforces drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to complex drawing problems and development of personal style.	5 0 . 0 3 0 4 0 9 9	1.0	VA Drawing III
<b>VA Painting I (Y)</b> explores a variety of techniques and wide range of painting media; emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of the color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures.	5 0 . 0 3 2 1 0 9 9	1.0	VA Comp or Drawing I
<b>VA Painting II (Y)</b> enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media; emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style.	5 0 . 0 3 2 2 0 9 9	1.0	VA Painting I
<b>VA Painting III (Y)</b> enhances level-two painting skills and offers opportunities to apply painting techniques in a variety of media. Emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves increasingly complex painting problems and continues development of personal style.	5 0 . 0 3 2 3 0 9 9	1.0	VA Painting II
<b>VA Painting IV (Y)</b> enhances level-three painting skills and offers opportunities to apply painting techniques in a variety of media. Emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves complex painting problems and continues development of personal style.	5 0 . 0 3 2 4 0 9 9	1.0	VA Painting III

<b>VA Ceramics/Pottery I (Y)</b> introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration and glaze applications. Covers styles of ceramic works from Western and non-Western cultures.	5 0 . 0 4 1 1 0 9 9	1.0	Visual Art: Comp
<b>VA Ceramics/Pottery II (Y)</b> enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.	5 0 . 0 4 1 2 0 9 9	1.0	VA Ceramics/ Pottery I
<b>VA Ceramics/Pottery III (Y)</b> enhances level-two skills and provides opportunities to apply design techniques in clay through hand building and/or other wheel throwing techniques. Presents ceramic/pottery forms as art and craft in historical context. Explores ideas and questions about purposes and functions of ceramic forms, past and present.	5 0 . 0 4 1 3 0 9 9	1.0	VA Ceramics/ Pottery II
<b>Visual Arts/Sculpture I (Y)</b> Introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive, and modeling methods. Explores traditional and nontraditional materials for sculpted works and the work of both historical and contemporary sculptural artists.		1.0	VA Comp
<b>Visual Arts/Sculpture II (Y)</b> Enhances level-one skills and explores the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive, and modeling methods. Explores traditional and nontraditional materials for sculpted works and the work of a variety of sculptural artists.		1.0	Visual Arts/Sculpture I
<b>Visual Arts/Fashion Design I</b>  introduces fashion design techniques such as mood boards, illustration, draping, patternmaking, textile manipulation, and sewing. Explores historical origins and use of fashion in Western and non-Western cultures. Applies art criticism techniques to judgments about historic and contemporary fashion designs.	5 0 . 0 9 3 1 0 9 9		
<b>Visual Arts/Fashion Design II</b>  emphasizes design elements and principles in the production of two- and three-dimensional works. Enhances level-one skills in fashion design and provides opportunities to apply design techniques in a variety of media. Focuses on one or a combination of several techniques to expand knowledge of historical origins of fashion design. Emphasizes mastery of more complex techniques and development of personal style culminating in an illustrated portfolio.	5 0 . 0 9 3 2 0 9 9		
<b>AP Studio Art: 2-D Design (Y)</b> conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.	5 0 . 0 8 1 3 0 9 5	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 Portfolio Examination. Requires submission of original works and slides to be evaluated on quality, breadth and concentration of an idea or concept. Emphasizes experiences using different 3-D design, media and approaches. This course provides the students with college level studio experiences and encourages self-expression.	5 0 . 0 8 1 4 0 9 5	1.0	Teacher Rec.
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## Theatre Arts

Course Name/Description	Course Number	Credit	Prerequisite
<b>Theatre Arts/Fundamentals I (Y)</b> serves as prerequisite for other theater/drama courses. Develops and applies performance skills through access to 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	1.0	None
<b>Theatre Arts/Fundamentals II (Y)</b> enhances level-one skills by producing and studying children's theater in depth with performance opportunities.	5 2 . 0 2 2 0 0 9 9	1.0	Theatre Fundamentals
<b>Dramatic Arts/Fundamentals III (Y)</b> enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.	5 2 . 0 2 3 0 0 9 9	1.0	Theatre Fundamentals
<b>Dramatic Arts/Fundamentals IV (Y)</b> enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.	5 2 . 0 2 4 0 0 9 9	1.0	Theatre Fundamentals
<b>Theatre Arts/Technical Theatre I</b> This introductory course explores the definition, design, and use of technical elements associated with theatre sets, props, costumes, makeup, lights, and sound.	5 2 . 0 4 1 0 0 9 9		

## Music

Course Name/Description	Course Number	Credit	Prerequisite
<b>Beginning Band I (Semester 1) (Y)</b>	5 3 . 0 3 6 1 0 9 9	1.0	

Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production. Organizes objectives for self-paced progress. Stresses individual progress and group experiences. For 9th grade and first time instrument players.			
<b>Beginning Band II (Semester 2) (Y)</b> Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences.	5 3 . 0 3 6 1 0 9 9	1.0	
<b>Intermediate Band I (Semester I) (Y)</b> provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills.	5 3 . 0 3 7 1 0 9 9	1.0	Beginning Band or Teacher Rec.
<b>Intermediate Band II (Semester 2) (Y)</b> enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.	5 3 . 0 3 7 2 0 9 9	1.0	Beginning Band or Teacher Rec.
<b>Advanced Band I (Semester 1) (Y)</b> provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.	5 3 . 0 3 8 1 0 9 9	1.0	Beginning Band or Teacher Rec.
<b>Advanced Band II (Semester 1) (Y)</b> enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.	5 3 . 0 3 8 2 0 9 9	1.0	Beginning Band or Teacher Rec.
<b>Advanced Instrumental Ensemble I (Semester I) (Y)</b> offers advanced-level performers an alternative ensemble experience to large band and orchestra. This course is designated for percussionists only. Only offered in the Fall.	5 3 . 0 3 9 1 0 9 9	1.0	Advanced Band and Teacher Rec
<b>Mastery Band I (Semester 2) (Y)</b> allows students to develop master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. They explore compositional and improvisational techniques of instrumental music. Only offered in the Spring.	5 3 . 0 3 9 2 0 9 9	1.0	Advanced Band and Teacher Rec

<b>Advanced Jazz I (Semester 1) (Y)</b> offers opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in jazz. Covers performance and production, creative aspects of music (especially improvisation and composition) and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as major component of our cultural heritage.	5 3 . 0 6 6 1 0 9 9	1.0	Advanced Band and Teacher Rec
<b>Advanced Jazz II (Semester 2) (Y)</b> enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in Jazz.	5 3 . 0 6 6 2 0 9 9	1.0	Advanced Band and Teacher Rec
<b>Beginning Orchestra I (Semester 1) (Y)</b> Provides opportunities to develop performance skills and precision on orchestral stringed instruments. Emphasizes performance and production. Organizes objectives for self-paced progress through all levels. Stresses individual progress and ensemble experiences. For first time players and 9th graders.	5 4 . 0 5 6 1 0 9 9	1.0	None
<b>Beginning Orchestra II (Semester 2) (Y)</b> enhances level-one skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences.	5 4 . 0 5 6 2 0 9 9	1.0	
<b>Intermediate Orchestra I (Semester 1) (Y)</b> provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.	5 4 . 0 5 7 1 0 9 9	1.0	Beginning Orchestra or Teacher Rec
<b>Intermediate Orchestra II (Semester 2) (Y)</b> enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.	5 4 . 0 5 7 2 0 9 9	1.0	Beginning Orchestra or Teacher Rec
<b>Advanced Orchestra I (Semester 1) (Y)</b> provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.	5 4 . 0 5 8 1 0 9 9	1.0	Beginning Orchestra or Teacher Rec
<b>Advanced Orchestra II (Semester 2) (Y)</b> enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.	5 4 . 0 5 8 2 0 9 9	1.0	Beginning Orchestra or Teacher Rec

<b>Beginning Choral Ensemble I (Semester 1) (Y)</b>  provides opportunities to develop performance skills and knowledge in ensemble singing. Covers performance and production, analysis and theoretical studies. Stresses balance of individual progress and group success. All 9th graders and 1st time high school choral students.	5 3 . 0 7 1 1 0 9 9	1.0	
<b>Beginning Choral Ensemble II (Semester 2) (Y)</b>  enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge in large group choral singing.	5 3 . 0 7 1 2 0 9 9	1.0	
<b>Intermediate Choral Ensemble I (Semester 1)(Y)</b>  provides opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and group experiences; offers large and small ensemble experiences. <b>WOMEN ONLY</b>	5 3 . 0 7 2 1 0 9 9	1.0	Beginning Chorus or Teacher Rec
<b>Intermediate Choral Ensemble II (Semester 2)(Y)</b>  enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. . Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences; builds skills in reading and vocal performance. <b>WOMEN ONLY</b>	5 3 . 0 7 2 2 0 9 9	1.0	Beginning Chorus or Teacher Rec
<b>Advanced Choral Ensemble I (Semester 1) (Y)</b>  provides opportunities for advanced-level performers to increase performance skills and knowledge in large group 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 and a variety of styles appropriate to the smaller ensemble.	5 3 . 0 7 3 1 0 9 9	1.0	Beginning Chorus or Teacher Rec
<b>Advanced Choral Ensemble II (Semester 2) (Y)</b>  Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.	5 3 . 0 7 3 2 0 9 9	1.0	Beginning Chorus or Teacher Rec
<b>Music Appreciation (Y)</b>	5 3 . 0 4 1 0 0 9 9	1.0	None

Introduces production and performance, covering terminology and idioms, elements of music, perceptive listening and attitudes, and appreciation. Stresses the ability to become a literate consumer along with the ability to speak and write fluently about music. Leads into music technology, introduction to music industry, or ensemble music courses.			



# Career, Technical, and Agricultural Education

## Osborne's Career Cluster Offerings:

Arts, Audio/Video Tech, & Communications\*

Business Management & Administration\*

Finance\*

Government & Public Administration\*

Hospitality & Tourism\*

Human Services\*

Law, Public Safety, Corrections & Security\*

Science, Technology, Engineering & Math\*

## Arts, Audio/Video Technology, & Communications

### Audio & Video Technology and Film

Course Name/Description	Course Number	Credit	Prerequisite
<b>Audio &amp; Video Technology and Film I (Y)</b>  prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. <b>Pathway Courses:</b> 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III	1 0 . 5 1 8 1 0 9 9	1.0	None
<b>Audio &amp; Video Technology and Film II (Y)</b>  is the 2 <sup>nd</sup> course in the Audio & 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. <b>Pathway Courses:</b> 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III	1 0 . 5 1 9 1 0 9 9	1.0	Audio and Video Technology and Film I
<b>Audio &amp; Video Tech and Film III (Y)</b>  is the 3 <sup>rd</sup> course in the Audio & Video Tech 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. <b>Pathway Courses:</b> 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio & Video Tech & Film III	1 0 . 5 2 0 1 0 9 9	1.0	Audio & Video Tech II And Teacher Rec.

## Graphic Design and Communication

Course Name/Description	Course Number	Credit	Prerequisite
<b>Intro to Graphics &amp; Design (Y)</b>  is designed as the foundational course for both the Graphics Communication and Graphics Design pathways. This course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. <b>Pathway Courses:</b> 1. Intro to Graphics & Design 2. Graphic Design & Production 3. Adv Graphic Design	4 8 . 5 6 1 0 0 9 9	1.0	None
<b>Graphic Design &amp; Production (Y)</b>  is the second course in the Graphics Communication and Graphics Design Pathways. This course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications. <b>Pathway Courses:</b> 1. Intro to Graphics & Design 2. Graphic Design & Production 3. Adv Graphic Design	4 8 . 5 6 2 0 0 9 9	1.0	Intro to Graphics & Design
<b>Advanced Graphic Design (Y)</b>  is the final course in the Graphics Design pathway. Students will continue to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. <b>Pathway Courses:</b> 1. Intro to Graphics & Design 2. Graphic Design & Production 3. Adv Graphic Design	4 8 . 5 2 8 0 0 9 9	1.0	Graphic Design & Production

## Business Management & Administration

### Business and Technology

Course Name/Description	Course Number	Credit	Prerequisite
<b>Intro to Business &amp; Technology (Y)</b>  provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for career pathways. Students will learn essentials for working in a business environment, and managing and owning a business. <b>Pathway Courses:</b> 1. Intro to Business & Technology 2. Business & Technology 3. Business Communications	0 7 . 4 4 1 3 0 9 9	1.0	None

<b>Business &amp; Technology (Y)</b>  Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. <b>Pathway Courses:</b> 1. Intro to Business & Technology 2. Business & Technology 3. Business Communications	0 7 . 4 4 1 0 0 9 9	1.0	Intro to Business & Technology
<b>Business Communications (Y)</b>  As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. <b>Pathway Courses:</b> 1. Intro to Business & Technology 2. Business & Technology 3. Business Communications	0 7 . 7 5 1 0 0 9 9	1.0	Legal Environment of Business
<b>Introduction to Financial Technology</b> This is the foundational course for the FinTech (Financial Technology) pathway. The course is a fundamental course that explores what new financial technologies are emerging and how technological advances in data analytics are enabling innovation in the financial industry. Through this course students examine new services and business models in various areas of banking, insurance, and financial asset management. Students will not only understand the concepts but will apply their knowledge to situations and defend their actions, decisions, and choices through the knowledge and skills acquired in this course. Various forms of technologies and internet research will be highlighted to expose students to the resources available within financial technology.	07.4270099	1.0	None
<b>Legal Environment of Business</b> Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large.	06.41500	1.0	Intro to Business & Technology
<b>Entrepreneurship</b> Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.	06.41610	1.0	Intro to Business & Tech & Legal Environment of Business

<b>Human Resources Principles</b> Students will analyze the primary functions of human resources management which include recruitment, selection, training, development, compensation, and evaluation. The course is designed to equip students with operational knowledge of hiring, managing, and firing employees. Throughout this course students will be introduced to the Human Resource Management role by following the life cycle of an employee from organizational entry to exit	06.41800	1.0	Intro to Business & Technology and Legal Environment of Business
<b>Work Based Learning</b> Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. There are several opportunities for students to participate in work-based learning.	XX.71140XX	1.0	Student must be 16 and have a defined Career Pathway

# Finance

## Business Accounting

Course Name/Description	Course Number	Credit	Prerequisite
<b>Intro to Business &amp; Technology (Y)</b>  provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for career pathways. Students will learn essentials for working in a business environment, and managing and owning a business. <b>Pathway Courses:</b> 1. Intro to Business & Technology 2. Financial Literacy 3. Accounting I	07.4413099	1.0	None
<b>Financial Literacy (Y)</b>  this course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! <b>Pathway Courses:</b> 1. Intro to Business & Technology 2. Financial Literacy 3. Accounting I	07.4260099	1.0	Intro to Business & Technology
<b>Accounting I (Y)</b>  is a skill-level course that is of value to all students pursuing a strong background in business, marketing, and management. Using financial information, students will learn how to make decisions about planning, organizing, and allocating resources using accounting procedures. Students analyze business transactions and financial statements, perform payroll, and evaluate the effects of transactions on the economic health of a business. <b>Pathway Courses:</b> 1. Intro to Business & Technology 2. Financial Literacy 3. Accounting I	07.411009	1.0	Financial Literacy

# Government & Public Administration

## JROTC Army

Course Name/Description	Course Number	Credit	Prerequisite
<b>JROTC Army Leadership Education I (Y)</b> 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. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. <b>Pathway Courses:</b> 1. JROTC Leadership Education I 2. JROTC Leadership Education II 3. JROTC Leadership Education III	28.0310099	1.0	None
<b>JROTC Army Leadership Education II (Y)</b> includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service. <b>Pathway Courses:</b> 1. JROTC Leadership I 2. JROTC Leadership II 3. JROTC Leadership III	28.0320099	1.0	JROTC I
<b>JROTC Army Leadership Education III/ Health &amp; Personal Fitness(Y)</b> includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service. <b>Pathway Courses:</b> 1. JROTC Leadership I 2. JROTC Leadership II 3. JROTC Leadership III	28.0330029	1.0	JROTC II

<p><b>JROTC Army Leadership Education IV (Y)</b> includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p>	23.0340099	1.0	JROTC III
<p><b>JROTC Army Leadership Education V(Y)</b> includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a resume, study smart, build a team, resolve conflicts and perform community service. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p>	28.0350099	1.0	JROTC IV
<p><b>JROTC Army Leadership Education VI (Y)</b> includes classroom instruction and laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance, learning how to write positive affirmations and use them to affect positive change. Study character education and development and perform a community service project based on what you have learned. Students can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)* for completing studies in character education and performing related service projects. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.</p>	28.0360099	1.0	JROTC V
<p><b>JROTC Army Leadership Education VII (Y)</b> expands on the skills taught in JROTC 6. It focuses on creating a positive leadership situation, team development, project management and the importance of mentoring as a leader or as a follower. Interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are included. Students are given the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure</p>	28.0370099	1.0	JROTC VI
<p><b>JROTC Army Leadership Education VIII (Y)</b> expands on the skills taught in JROTC 7 and reinforces previous leadership experiences. It allows students to continue to build their leadership, management, decision making and negotiating skills by serving in a variety of staff or leadership positions. Students create a career portfolio to plan for college or work. Students are expected to take leadership roles in the battalion and participate in community service or service learning projects based on their level of leadership development.</p>	28.0380099	1.0	JROTC VII

# Hospitality & Tourism

## Culinary Arts

Course Name/Description	Course Number	Credit	Prerequisite
<b>Introduction to Culinary Arts (Y)</b>  Is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. <b>Pathway courses:</b> <ol style="list-style-type: none"> <li>1. Introduction to Culinary Arts</li> <li>2. Culinary Arts I</li> <li>3. Culinary Arts II</li> </ol>	2 0 . 5 3 1 0 0 9 9	1.0	None
<b>Culinary Arts I(Y)</b> 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. <b>Pathway courses:</b> <ol style="list-style-type: none"> <li>1. Introduction to Culinary Arts</li> <li>2. Culinary Arts I</li> <li>3. Culinary Arts II</li> </ol>	5 0 . 5 3 2 1 0 9 9	1.0	Introduction to Culinary Arts
<b>Culinary Arts I(Y)</b> 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. <b>Pathway courses:</b> <ol style="list-style-type: none"> <li>1. Introduction to Culinary Arts</li> <li>2. Culinary Arts I</li> <li>3. Culinary Arts II</li> </ol>	5 0 . 5 3 3 1 0 9 9	1.0	Culinary Arts I
<b>Food for Life</b>			Food Nutrition & Wellness
<b>Food Science</b>			Food for Life

# Law Enforcement Services/Criminal Investigations

## Law Enforcement Services/Criminal Investigations

Course Name/Description	Course Number	Credit	Prerequisite
<b>Introduction to Law, Public Safety, Corrections, and Security (Y)</b>  examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized. <b>Pathway courses:</b>	4 3 . 4 5 0 0 0 9 9	1.0	None



1. Introduction to Law, Public Safety, Corrections, and Security 2. Criminal Justice Essentials 3. Criminal Investigations			
<b>Criminal Justice Essentials (Y)</b> provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. <b>Pathway courses:</b> 1. Introduction to Law, Public Safety, Corrections, and Security 2. Criminal Justice Essentials 3. Criminal Investigations	4 3 . 4 5 1 0 0 9 9	1.0	Introduction to Law, Public Safety, Corrections, and Security
<b>Criminal Investigations (Y)</b> is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation. <b>Pathway courses:</b> 1. Introduction to Law, Public Safety, Corrections, and Security 2. Criminal Justice Essentials 3. Criminal Investigations	4 3 . 4 5 3 0 0 9 9	1.0	Criminal Justice Essentials
<b>Public Safety Communications</b> Extensive training on communication skills, legal and ethical responsibilities, stress management, laws and regulations, and successful inter-agency interaction and support are the standards laying the groundwork for this course. In a fast-paced environment, students learn to handle law enforcement, as well as fire and emergency calls and medical calls. Students will complete CPR, AED, and First Aid training. A minimum of 8 hours of simulated training is required for the course.	43.46200	1.0	Intro to Public Safety

## Health/PE

Course Name/Description	Course Number	Credit	Prerequisite
<b>Health &amp; Personal Fitness(BPE)</b>  Health provides a direct and factual approach to health education that is practical, personal, and positive. Topics include safety, drug education, nutrition, personal health, growth and development, building self-esteem, and relationship skills. By acquiring the knowledge, attitudes, and skills necessary to a healthful life, students learn to take responsibilities for their own health. Personal Fitness is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course will emphasize strategies for maintaining good cardiovascular endurance, flexibility, muscular strength and endurance, and body composition.	3 6 . 0 5 8 0 0 9 9	1.0	None
<b>General PE</b>  provides opportunities for students to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits and assessment of personal fitness levels.			
<b>Weight Training (Y)</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 (Y)</b>  is designed to build on the principles and concepts taught in Weight Training to promote over-all body fitness.	3 6 . 0 6 4 0 0 9 9	1.0	Athletes Coach sign up
<b>Intro to Team Sports</b> Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.	3 6 . 0 3 1 0 0 9 9	1.0	

## Miscellaneous

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

