

Pebblebrook High School



Registration Handbook  
**CLASS OF 2027**

# PEBBLEBROOK HIGH SCHOOL ADMINISTRATION

## 2023 - 2024

Dr. Dana Giles  
Principal

Mr. Glenn Richard  
Assistant Principal

Mr. Matthew Short  
Assistant Principal

Ms. Khristian Cooper  
Assistant Principal

Ms. Deanna Munlin  
Assistant Principal

Mr. Sheldon Bulluck  
Assistant Principal

Dr. Sharon Dixson  
Assistant Principal

Mr. Randall Schlanger  
Assistant Principal

Mr. Robert Figueroa  
Assistant Principal

Ms. Steven Culver  
Support & Services Administrator

Mr. Robert Connor  
Director of CCCEPA

## GUIDANCE COUNSELORS 2023 – 2024

Corey Tinsley	A – Co
Kristin Schloemer	Cp – Hi
Dionne Burnett	Hj – Mol
Patrick Burch	Mom – Sh
Aleesa Reese	Si – Z
Karen Grannis	ELL/IEL
Candice Goldman	PA/Magnet
Toni Fuller	504's & Athletics
Julynn Williams-Chandler	Dept. Chair & Counselor Registrar

# **Pebblebrook High School**

## **MISSION STATEMENT**



## **VISION STAMENT**

**Create a School Community of Purpose Driven, Passionate Stakeholders in Pursuit of Excellence!**

## **MOTTO**

**Changing the Narrative!**

## INTRODUCTION

Welcome to Pebblebrook High School! We look forward to your arrival in August 2023. We know that you will continue working hard during the second semester of middle school so that you will be as prepared as possible for highschool.

Your current teachers will soon be discussing important information about high school registration with you. The information in this booklet will help you and your parents make appropriate course requests. Please read it carefully.

During registration, your teachers will recommend your core classes based upon performance criteria and your academic achievement. You (and your parents) will have the opportunity to request elective courses and alternates. If you have questions or need additional information, please call a Pebblebrook counselor at 770-819-2524.

The faculty and staff at Pebblebrook High School are eager to meet you and assist in planning your high school career. Best wishes as you complete your final year of middle school.

## REGISTRATION DIRECTIONS

When you enter high school, it is important for you to take the courses that are needed for graduation. Your eighth grade teachers will evaluate your achievement level, work habits, and current grades to determine in which **academic** core classes you should be placed for ninth grade. You will have the opportunity to select your **elective** courses and alternates. Follow the steps listed below as you complete the registration process:

Read all the course descriptions in the Class of 2027 Elective Brochure to familiarize yourself with courses that we offer. This information will help you make good elective choices for next year. Be sure to pay close attention to any prerequisite requirements when selecting electives.

Select **eight (8)** elective courses from the Class of 2027 Elective Brochure. (The first 4 electives will be seen as the primary elective choices. Electives number 5-8 will be used as alternate electives if necessary.) Using the PHS Rising 9<sup>TH</sup> Grade Registration Elective Electronic Form, rank your top 8 elective choices for next year in order. (1 being your first choice elective, 2 being your second choice elective, etc.) The Elective Electronic Form should be completed by Friday, February 17, 2023.

\*Students who do not complete the PHS 9th Grade Registration Electronic Elective Form will forfeit their opportunity to select their own electives.

**\*ELECTIVE CLASSES will not be changed during the Freshman year. Improper placement in academic classes can be corrected during the Drop/Add period which occurs during the first 10 days of the school year.**

**High School Graduation Requirements:** 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 and satisfy EOG course requirements.

<b>Subjects</b>	<b>Georgia High School Diploma</b>
English	4 Units Including: 1 Unit 9 <sup>th</sup> grade Literature/Composition 1 Unit American Literature/ Composition 2 additional English units
Math	4 Units Including: GSE Algebra 1 GSE Geometry GSE Algebra 2 4 <sup>th</sup> Year Choice Math
Science	4 Units Including: 1 Unit Biology 1 Unit Chemistry or Environmental Science 1 Unit Physics or Physical Science 1 additional science
Social Studies	3 Units Including: 1 Unit World History 1 Unit U.S. History ½ Unit American Government/Civics ½ Unit Economics
CTAE and/or World Language and/or Fine Arts	3 Units from any of these areas  All students are encouraged to earn 2 units of credit in the same language. Students planning to enter or transfer into a University System of Georgia MUST take two units of the same modern language.
Health and Physical Education	1 Unit Including: ½ Unit of Health ½ Unit of Personal Fitness
Electives	4 Units
<b>TOTAL UNITS MINIMUM</b>	<b>23 Units</b>

## English

**9<sup>th</sup> Lit/Comp College Prep/ Honors/9<sup>th</sup> ESL Prerequisite:** This course is an on-level college prep class which focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form regarding interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, 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.

**Current Topics (9<sup>th</sup>) Prerequisite: Teacher Recommendation, Lexile** This course is designed for students who need support and remediation with **their decoding and reading comprehension skills**. Students work in small groups or individually with the teacher to strengthen reading skills to promote success in all content areas. *Students are selected for this course based on Lexile Levels.*

## Mathematics

**Fundamentals of Algebra-** will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.

**GSE Algebra I:** The course represents a discrete study of algebra with correlated statistics applications and a bridge to the second course through coordinate geometric topics.

**GSE Geometry Prerequisite: GSE Algebra I** the focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane, the study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships, the study of circles uses similarity and congruence to develop basic theorems relating circles and lines.

## Science

**Environmental Science:** Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis

**Biology/Honors Biology:** Students will learn and understand biological functions and systems on the cellular, genetic, evolutionary, systematic, and ecological levels. Students will also be able to implement applications of biological processes to everyday situations. This course meets the graduation requirement of 1 unit of biology.

## Social Studies

**World Geography (9<sup>th</sup> Grade Social Studies) Prerequisite: None:** This course provides an overview of physical and cultural geography. Additionally, an awareness of similarities and differences in human needs and behaviors is developed. Areas of study are North and South America, Europe, Africa, Asia, and the Pacific Islands.

**AP Human Geography Prerequisite: Teacher Recommendation:** AP Human Geography Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences.

## Electives

Every freshman will select:

- 8 elective choices (Fine Arts, PE, CTAE, and World Language)

While we make every effort to place students in their top choices, students may be placed in ANY of their elective and/or world language choices.

All freshmen take a total of 8 classes for the year:

- 4-5 core classes (5 if math w/ support)
- 3-4 additional classes  
(electives and world languages)

Parents will be able to review course registrations in April and submit requests for changes at that time.

## WORLD LANGUAGES

We offer studies in the following world languages:

### **French I (Y)**

French I is an Introduction to the language and culture of France and other French-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.

### **French II (Y)**

French II is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary/grammatical structures necessary for limited personal communication and an appreciation of diversity in the French-speaking world.

### **Spanish I (Y)**

Spanish I 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.

### **Spanish II (Y)**

Spanish II is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary/grammatical structures necessary for limited personal communication and an appreciation of diversity in the Spanish-speaking world.

### **Spanish for Native Speakers I (Y)**

Spanish for Native Speakers is designed for the Spanish Heritage Speaker and will focus on advanced skills in reading, writing, listening, and speaking. Essay development and novel reading are integral to this course.

**Priority will be given to those students who have passed Level I classes in middle school.**

## **FINE ARTS**

### **Visual Arts: Comprehensive Art**

Introduces art history, criticism & studio production. It emphasizes the ability to understand & use the elements of art & principles of design through a variety of media processes and visual resources.

### **Band (taken both semesters)**

Designed for freshmen students who have taken band in middle school. This course focuses on fundamental playing skills with an emphasis on scales, rhythm, and tone production. **Previous band experience required.**

### **Orchestra (taken both semesters)**

Designed for freshmen students who have taken orchestra in middle school. Students will concentrate on developing proper technique on their individual instruments and improving skills for ensemble performances. **Previous orchestra experience required.**

## **PHYSICAL EDUCATION**

### **General P.E.**

Focuses on and enhances skills in any combination or variety of team sports, lifetime sports, track and field events, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense.

### **Introduction to Team Sports**

This course is designed to introduce students to three different team sports, with no one sport less than 4 weeks or longer than 8 weeks. Those from which the selection is made include the following: basketball, gym hockey, soccer, speedball, flag football, ultimate Frisbee, team handball, softball, and volleyball. Others may be substituted depending upon facilities and equipment. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor

skills of each selected activity.

### **Introduction Rhythmic & Dance (Y)**

This Course is designed to Introduce students to a rhythmic program of activities which promote the development of health-related fitness.

### **CAREER and TECHNICAL EDUCATION (CTAE)**

#### **Introduction to Business and Technology**

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment.

#### **Introduction Graphics and Design**

The Graphics and Design 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.

#### **Audio and Video Technology and Film**

The course 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. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses

#### **Introduction to Culinary Arts**

Introduction to Culinary Arts 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 an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts

#### **Software Technology**

This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks.

#### **Introduction to Personal Care Services**

This course introduces both fundamental theory and practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Areas addressed in this course include: state rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology. By completing courses in the personal

care services pathways, students can potentially earn credit toward the hours required by the Georgia State Board of Barbering and/or Cosmetology or hours toward their license as an esthetician or nail technician.

### **JROTC ARMY I**

This course introduces the history, purpose and objectives of the JROTC program, concepts of leadership, and military customs and courtesies. The course includes: drills and ceremonies, an introduction to leadership theory, marksmanship, safety, first aid, and group management.

### **Sample Schedule:** 4 academic courses and 4 elective courses

\*The following is a typical student's schedule that include the 4 core academic courses and 4 elective courses as outlined by the PHS academies.

#### Fall semester:

Visual Arts

Biology

Algebra I

Spanish I

#### Spring semester:

9<sup>th</sup> Literature

World Geography

General PE

Introduction to Business & Tech

\*The following is a typical student's schedule who is recommended for the Algebra I Support class.

#### Fall semester:

Audio Visual Tech I

Biology

Algebra I with support

Spanish I

#### Spring semester:

World Geography

9<sup>th</sup> grade Literature

Algebra I

Introduction to Graphics and Design

\*The following is a typical student's schedule who signs up for an all year long elective (band, orchestra, etc.)

#### Fall semester:

French I

Biology

Algebra I

Band

9<sup>th</sup> grade Literature

Spring semester:

Introduction to Culinary Arts

World Geography

Band

# Pebblebrook High School Summer Reading (2022 -2023 School Year)

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**Required Reading Philosophy:** The Pebblebrook English Department believes that the required reading assignment is an opportunity for students to establish a broad literary foundation and exercise independent reading and thinking skills. Students entering ANY English course must follow the directions below. See the chart below for specific reading assignments.

## **9th Literature and Composition**

**Directions:** Read ONE of the following graphic novels and write an extended constructive response to the prompt:

**Speak: The Graphic Novel** Laurie Halse Anderson

Melinda says: "It is easier not to say anything. Shut your trap, button your lip, can it. All that crap you hear on TV about communication and expressing feelings is a lie. Nobody really wants to hear what you have to say." Do you agree with her? Why or why not? Do the events in the novel support or negate her statement? Does her outlook change at any point in the novel? How so?

**Hey Kiddo** Jarrett J. Krosoczka

A limited color palette is used in the drawings in **Hey, Kiddo**. How does Krosoczka use color in the drawings to reveal emotion? How do colors in the illustrations change as individuals' feelings change? How are the colors in the illustrations used to show mood?

**I am Alfonso Jones** Tony Medina

How does Tony Medina draw from recent events and history to build Alfonso's story? Do you think this story is a realistic portrayal of current events? Why or why not?

**Anya's Ghost** Vera Brosgol

Why explore relationships through visual texts? For this task, you will analyze the page from the graphic novel *Anya's Ghost*. Your task is to deconstruct the visual features used and analyze how they support your interpretation of the text. What themes or issues does the page explore? How does Brosgol use visual techniques to explore these themes?

**Purchasing Books:** You may find all books in the public library, or you may purchase one from a bookstore or on the internet (Amazon.com, Half.com, Barnes & Noble, The Book House in Mableton, etc.) If you have any questions, contact English Department Chair Dr. Dawn Whipple at [dawn.whipple@cobbk12.org](mailto:dawn.whipple@cobbk12.org).