

Note: Rising 9th graders must use the Freshman Registration Handbook- available online January 2025.

Kell High School



Course Catalog (For current High School Students)

Kell High School
4770 Lee Waters Road
Marietta, GA, 30066
(678) 494-7844

Administration

Dr. Peter GilesPrincipal
Amy SandersAssistant Principal / Curriculum & Scheduler
Oneisha YoungAssistant Principal / Athletic Director
Charrod TaylorAssistant Principal / LASSO & AP Testing Coordinator
Landon OdumAssistant Principal / Testing Coordinator & Communications
Jeff BurchAssistant Principal/ Assessment Accountability & Events
Glenda Canada Student Support Administrator

School Counseling Office

Delbert Green, Counselor Students Last Name A-D
Holly Von Lancken, Counselor Department Chair, Students Last Name E-K
Taran Smith, Counselor Students Last Name L-Re
Kendrah DeGruy, CounselorStudents Last Name Ri-Z
Crystelle Westhoff, Counseling Clerk
Alicia Smith, Registrar
Ashely Jackson, Psychologist
Cheeritza St Germain, Social Worker

Department Chairs

English Haley Kupcewicz
MathematicsRachel Buhler
ScienceDanielle LeBrun
Social Studies..... Matt White
World Languages Ashley McIntosh
Fine Arts Gary Hicks
Career Tech..... Susana Lopez
Health/PE Todd Harris
Special Education..... Michelle Hubbard and Lidy Moss

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.

Subjects	Georgia High School Diploma
English *Course requirements to change based on new standards	4 Units Including: 1 Unit 9 th Grade Literature/Composition 1 Unit American Literature/Composition 2 additional English units
Mathematics	4 Units Including: Algebra 1 Geometry Advanced Algebra 1 additional math unit
Science	4 Units Including: 1 Unit Biology 1 Unit Chemistry or Earth Systems or Environmental Science 1 Unit Physics or Physical Science 1 additional science unit
Social Studies	3 Units including: 1 Unit World History 1 Unit United States History ½ Unit American Government/Civics ½ Unit Economics
CTAE Foreign Language Fine Arts	3 Units from any of these areas Though there is no foreign language requirement for the Georgia High School diploma, students planning to enroll in ANY post-secondary institution are strongly encouraged to earn two units of credit in the same modern language/Latin. NOTE: Students planning to enter or transfer into a University System of Georgia institution MUST take two units of the same modern language/Latin. NOTE: 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 NOTE: Students who earn 3 units in JROTC will have met the health & personal fitness requirement.	1 Unit Including: ½ Unit Health ½ Unit Personal Fitness
Electives	4 Units
TOTAL UNITS MINIMUM	23 Units

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

Course Registration Process

Kell High School operates on a 4-period block schedule. Courses are taught within four 90-minute blocks each semester. Upon completion of four courses each semester, one Carnegie unit of credit is awarded per course passed. Schedules are created annually electronically using the district's student information system based upon students' requests. Students are encouraged to select courses wisely based upon graduation requirements and postsecondary plans. If students fail to complete course requests properly, appropriate courses will be selected for them. Elective courses are offered as a result of student demand. If there is insufficient enrollment for a course, the course will not be offered, and alternative selections will need to be made. Students will be able to review their course requests during the registration process in March and again in early May. At these times students will be able to make changes to their core academic schedule requests by completing a course waiver. After May, students will no longer be able to request changes to their course requests.

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, or Orchestra.

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.

ESOL/ELL

Students qualifying for ELL services may be supported in sheltered or push-in models as best determined by student performance data and guidance from the ESOL Department Lead.

English/Language Arts

Course Name/Description	Credit	Prerequisite
<p>World Lit/Comp (Y) This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects.</p>	1.0	1 unit of English credit
<p>Honors World Lit/Comp (Y) Is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. It includes literary selections from the entire world of writers to promote proficiency through a variety of writing styles. It stresses organization and development of written thought. It includes grammar, mechanics and usage, and research skills and activities designed to enhance speaking and listening abilities.</p>	1.0	1 unit of English credit
<p>American Lit/Comp (Y) Focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. Students develop an understanding of chronological context and the relevance of period structures in American literature in addition to the ways the period of literature affects its structure and meaning. Students read a variety of informational and literary texts in all genres and modes of discourse. While expository writing is the focus in American literature, students will also</p>	1.0	2 units of English credit

<p>demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. Students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. Students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p>		
<p>Honors American Lit/Comp (Y) Is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. Focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. Students develop an understanding of chronological context and the relevance of period structures in American literature in addition to the ways the period of literature affects its structure and meaning. Students read a variety of informational and literary texts in all genres and modes of discourse. While expository writing is the focus in American literature, students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. Students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. Students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p>	<p>1.0</p>	<p>2 units of English credit</p>
<p>AP English Language & Composition (Y) A college-level course that emphasizes critical thinking, reading, and writing through the study and discussion of expository, analytical, and argumentative essays. Stresses the connection between reading and writing mature prose. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance.</p>	<p>1.0</p>	<p>2 units of English credit</p>
<p>AP Seminar This course will equip students with the skills to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students will have the opportunity to explore real-world issues from multiple perspectives and consider varied points of view to develop deep understanding of complex issues and topics in order to make connections between these issues and your everyday life. Participants will gain a rich appreciation and understanding of issues by reading articles, listening to speeches or broadcasts, and experiencing artistic and literary works. The primary goals of the AP Seminar course are to help students understand how to study an issue from multiple perspectives, evaluate source information, and then develop and communicate effectively a logical, evidence-based point of view. Students will practice and apply these skills through the exploration of the complex topics</p>	<p>1.0</p>	<p>2 units of English credit Teacher Recommend.</p>

and by examining a variety of and often divergent or competing perspectives.		
<p>AP English Literature & Composition (Y) This college-level course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. Students will explore the social and historical values that works reflect and embody.</p>	1.0	2 units of English credit
<p>British Literature (Y) 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 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.</p>	1.0	3 units of English credit
<p>Honors British Literature (Y) Is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. 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 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</p>	1.0	3 units of English credit

understanding of listening, speaking, and viewing skills for a variety of purposes.			
Dramatic Writing Film, Television, and Theater Embedded with Honors Advanced Composition 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.		2.0	3 units of English credit
Journalism: Annual I-IV (Y) Explores 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.		1.0	Elective; Application Required (See Ms. Forbes)
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Mathematics

Course Name/Description	Credit	Prerequisite
Geometry: Concepts & Connections (Y) The second course in a sequence of three high school courses designed to ensure career and college readiness. This course is intended to enhance students’ geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. s of probability.	1.0	Algebra I
Honors Geometry: Concepts & Connections (Y) Is the 2 nd 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. The course is intended for students who completed Algebra 1 in the 8 th grade or excelled in Algebra 1 in the 9 th grade.	1.0	Algebra I
Advanced Algebra: Concepts & Connections (Y) The third course in a sequence of courses designed to ensure career and college readiness. It is intended to	1.0	Algebra I & Geometry

prepare students for fourth mathematics course options relevant to their postsecondary pursuits. High school course content standards are listed by big idea, including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning..		
Honors Advanced Algebra: Concepts & Connections (Y) Is the 3 rd 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.	1.0	Algebra I & Geometry/Honors Geometry
Pre-Calculus (Y) 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.	1.0	Algebra I & Geometry & Advanced Algebra
AP Pre-Calculus (Y) 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.	1.0	Algebra I & Geometry/Honors Geometry & Advanced Algebra/Honors Advanced Algebra
Advanced Financial Algebra is a fourth-year mathematics course designed for students who have successfully completed Algebra II. 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 utilized 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.	1.0	Algebra I & Geometry & Advanced Algebra
AP Statistics (Y) 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	1.0	2 core units of math

process used to make decisions stemming from observed This course is designed for students who want to pursue studies/careers in the quantitative/scientific fields		
AP Calculus AB (Y) Is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least one semester of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized.	1.0	AP Precalculus
AP Calculus BC (Y) Is a course in single-variable calculus that includes all the topics of Calculus B plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series.	1.0	AP Calculus AB

Science

Course Name/Description	Credit	Prerequisite
Biology Is a required course in which the 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.	1.0	1 unit of Science
Honors Biology Is a required course in which the 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.	1.0	1 unit of Science
Physics (Y) Is a detailed study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics, electricity, and magnetism. Vector mathematics and Algebraic analysis are used.	1.0	Biology And Algebra I
Honors Physics (Y) Is an accelerated, in-depth study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics and electricity and magnetism. Vector mathematics and Algebraic analysis are used extensively.	1.0	H Chem and 1 unit of Algebra & Geometry
Chemistry I (Y)	1.0	Biology and

<p>An introduction to the study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern day industry and economics. Because of the abstract nature of atoms and molecules there is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis.</p>		<p>Algebra I or Biology & Teacher Rec.</p>
<p>Honors Chemistry I (Y) Is an accelerated introduction to the study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern day industry and economics. Because of the abstract nature of atoms and molecules there is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis. At the honors level there is a significant amount of mathematics.</p>	<p>1.0</p>	<p>H Biology and Algebra I or Biology & Teacher Rec.</p>
<p>Astronomy (Y) Is the study of the matter and energy beyond the earth's atmosphere and the relationship between the earth and that matter and energy. Topics include the structure and origin of planets and planetesimals, stars, galaxies and galaxy clusters, dark matter, the edge of the universe, and the energy of the universe.</p>	<p>1.0</p>	<p>May be taken as a 4th science</p>
<p>Forensics (Y) Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.</p>	<p>1.0</p>	<p>Biology And Chemistry; May be taken as a 4th science</p>
<p>AP Chemistry (Y) Is designed to be the equivalent of a college introductory chemistry course usually taken by students who have an interest in biological sciences, physical sciences, or engineering. The Advanced Placement Chemistry course expands the knowledge and skills gained during the introductory high school chemistry course. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry.</p>	<p>1.0</p>	<p>Honors Chemistry Or Chemistry</p>
<p>AP Biology (Y) Is designed to be the equivalent of a college introductory biology course usually taken by biology or other science majors during their first year. The Advanced Placement course in biology differs significantly from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered, laboratory work done by students, and the time and effort required of students. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.</p>	<p>1.0</p>	<p>Biology and Chemistry Or Honors Biology and Honors Chemistry</p>
<p>AP Physics I</p>	<p>1.0</p>	<p>2 Units of Science INCLUDING Physics, Algebra II</p>

Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.		
AP Physics C: Mechanics is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton’s laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.		2 Units of Science INCLUDING AP Physics, AP Calculus AB
Intro to Healthcare (year 1) Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Health Science pathway courses. This course will give students initial exposure to the many healthcare careers and employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as today's healthcare provider's legal and ethical responsibilities. Fundamental healthcare skills development is initiated, including microbiology, basic life support, and first aid. This course will provide students with a competitive edge to be better candidates for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. No prerequisites.	1.0	None
Essentials of Healthcare (Year 2) Anatomy and Physiology are a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders, and emerging diseases. The disease prevention, diagnosis, and treatment that might be utilized and medical terminology related to each system are addressed. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The prerequisite for this course is Introduction to Healthcare.	1.0	Intro to Healthcare
Application of Biotechnology (Year 3) This course further introduces students to the fundamentals of biotechnology. This course includes additional applications and techniques in biotechnology that expand and increase the student’s comprehension of how biotechnology utilizes living systems to create products and enhance lives. In addition, laboratory applications learned in this	1.0	Intro to Healthcare & Essentials of Healthcare

course form the pivotal component distinguishing science theory from bioscience applications, like engineering and mathematics. Bioscience and applying laboratory techniques to manipulate living systems is a cornerstone of pharmaceutical, medical device, forensic science, environmental science, agriculture, alternative fuel, and green chemistry. Pre-requisites: Introduction to Healthcare Science and Essentials of Healthcare.		
<p>Project Lead the Way (PLTW) Medical Interventions</p> <p>Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.</p>	1.0	PLTW Biomedical Science & Human Body Systems
<p>AP Research</p> <p>AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000-5,000 words and a presentation with an oral defense.</p>	1.0	AP Seminar

Social Studies

Course Name/Description	Credit	Prerequisite
<p>World History (Y)</p> <p>Is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilizations from the time of recorded history to present. Concepts and skills in problem solving and critical thinking are developed.</p>	1.0	None
<p>Honors World History (Y)</p> <p>Is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the industrial revolution (5000 B.C. – 1800’s) and from the rise of nationalism to contemporary times (1800’s – present). Critical thinking and problem solving are stressed. Extensive reading and writing are required.</p>	1.0	None

<p>AP World History (Y) Highlights the nature of changes in international frameworks and their causes and consequences, as well as comparison among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human state.</p>	1.0	Honors World Geography and Teacher Rec. or AP Human Geo and Teacher Rec.
<p>U. S. History (Y) Is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America’s social, political, and economic evolution from colonization to its current position as a world leader.</p>	1.0	World History
<p>Honors U. S. History (Y) 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.</p>	1.0	World History
<p>AP U. S. History (Y) The course targets political and social aspects of history, but also includes diplomatic, economic and intellectual history. The course will involve extensive readings, independent study and frequent written analysis to prepare students for the AP examination.</p>	1.0	Honors or AP World History
<p>American Government Is a study of the local, state, and federal governmental functions. Citizenship rights and responsibilities are emphasized. Focus areas include development of our political system, federalism, civil liberties, political parties, political theory and comparative government. Study of the functions of our executive, legislative, and judicial branches.</p> <p>Principles of Economics/Personal Finance Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. This course provides students with a foundation in the field of economics, with a specific focus on how students can apply that knowledge to their own personal finances. In addition to the fundamental economic concepts, students will learn personal finance skills they can apply to their own futures.</p>	½ ½	US History
<p>Honors American Govt. Is an accelerated and deeper study of the American Government curriculum.</p> <p>Honors Economics/Personal Finance Is an accelerated and deeper study of the Principles of Economics curriculum</p>	½ ½	US History

<p>AP U.S. Government & Politics (Y) Conforms to the College Board topics for AP US Government & Politics which is the study of local, state, & federal government functions. Focus areas include the development of the political system, federalism, political parties, & political theory.</p>	1.0	Honors or AP US History
<p>AP Macroeconomics (Y) Conforms to College Board topics for the AP Macroeconomics Examination. Covers basic economic concepts, measurement and economic performance, national income and price determination and international economics and growth.</p>	1.0	Honors or AP US History
<p>AP Microeconomics (Y) A college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.</p>	1.0	Honors or AP US History
<p>Psychology (Y) Gives a general overview of the principles and concepts of psychology, including learning theory, perception, intellectual, and social development, abnormal behavior, and interpersonal relationships. The purpose of this course is to provide students with a better understanding of the dynamics that shape our own behaviors as well as the behaviors of others.</p>	1.0	2 units of Social Studies Elective Course
<p>AP Psychology (Y) Is a college level survey course with study in Neuroanatomy, Learning Theory, Abnormal Behavior, and Social Psychology. Extensive reading, writing, and statistical analysis are required by students.</p>	1.0	2 units of Social Studies Elective Course
<p>Introduction to U.S. Intelligence and National Security Studies (Y) Introduction to U.S. Intelligence and National Security Studies provides a basic and broad overview of the career field of Intelligence, the authorized activities of an intelligence professional, the composition of the United States Government Intelligence Community (IC), the various functions of each of the member agencies, the limits and capabilities of Intelligence and how Intelligence plays a role in the decision-making process of the government. This course is also designed to apply critical analysis to the field of U.S. Intelligence.</p>	1.0	2 units of Social Studies Elective Course

<p>AP Human Geography Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Examines methods and tools geographers use in their science and practice. Follows the Advanced Placement Geography Curriculum.</p>	1.0	Teacher rec
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World Languages

Course Name/Description	Credit	Prerequisite
<p>German I (Y) An introduction to the language and culture of Germany and other German-speaking countries and will enable the student to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.</p>	1.0	None
<p>German II (Y) Is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the German-speaking world.</p>	1.0	German I
<p>Honors German III (Y) Is designed to further develop the student's communication skills and cultural appreciation of the German-speaking world. The student will be able to participate in a variety of oral and written activities.</p>	1.0	German II and Teacher Rec.
<p>Honors German IV (Y) Is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the German-speaking world.</p>	1.0	Honors German III and Teacher Rec.
<p>Spanish I (Y) Is an introduction to the language and culture of Spain and other Spanish-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.</p>	1.0	None
<p>Spanish II (Y) Is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary/grammatical structures necessary for limited personal communication and an appreciation of diversity in the Spanish-speaking world.</p>	1.0	Spanish I
<p>Honors Spanish II (Y)</p>	1.0	Spanish I and

Is designed for the student who has demonstrated superior facility in foreign language and offers a variety of opportunities for enrichment and oral work. The goal for certain grammatical functions will be full control rather than partial control.		Teacher Rec.
Honors Spanish III (Y) Is designed to further develop a student's communication skills and cultural appreciation of the Spanish-speaking world. The student will be able to participate in a variety of oral and written activities.	1.0	Spanish II and Teacher Rec.
Honors Spanish IV (Y) Is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the Spanish-speaking world.	1.0	Honors Spanish III and Teacher Rec.
AP Spanish Language (Y) 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.	1.0	Hon Span V and Teacher Rec.
Latin I (Y) Is an introduction to the language and civilization of the Romans. The course is designed to develop a knowledge base composed of vocabulary, grammar, translation, derivatives, mottoes, abbreviations, quotations, life in ancient Rome and mythology.	1.0	None
Latin II (Y) Is designed to develop reading comprehension of texts written in Latin. The course will provide additional study of grammar, vocabulary, translation, derivatives, mythology, and Roman civilization.	1.0	Latin I
Honors Latin II (Y) Is designed for the student who has demonstrated superior facility in foreign language and offers a variety of opportunities for enrichment. The goal for certain grammatical functions will be full control rather than partial control.	1.0	Latin I and Teacher Rec.
Honors Latin III (Y) Is designed to provide the student with the opportunity to understand works of classical authors with emphasis on prose selections. Additionally, the student will study grammar, prepare translations, and study the culture and history corresponding to the period in which the literary selections were written.	1.0	Latin II and Teacher Rec.
Honors Latin IV (Y) Is designed to provide the student with the opportunity to understand the works of classical authors with primary emphasis on epic poetry selections. Course work will include transitional readings, grammar review, a study of the mechanics of Latin poetry, and translations from the Roman author Vergil.	1.0	Hnrs Latin III and Teacher Rec.
AP Latin (Y) Is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of reading and writing.	1.0	Honors Latin IV and Teacher Rec.
Latin VI (Y) A college-level Latin reading course for high school students who are ready to read at an advanced undergraduate level. It's a more difficult course with a faster pace than Latin 4 and 5, and it uses more challenging texts.	1.0	AP Latin And Teacher Rec.

OTHER
CVA, GaVS, Dual Enrollment, December Graduates

<p>Online Courses (CVA & GaVS) 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. “Online Course” Contract Required</p>	<p>0.5 1.0</p>	<p>Contract Required</p>
<p>December Grads 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. Application Required</p>		<p>12th Grade Only</p>
<p>Dual Enrollment Students planning to take dual enrollment courses at a local college must complete the college application process prior to the colleges’ deadlines.</p>		<p>See your counselor for Dual Enrollment paperwork</p>