

Hillgrove High School



2026-2027 Freshman Registration Handbook (Class of 2030)

INTRODUCTION

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

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

During registration, your 8th grade teachers will recommend your core classes based upon performance criteria and your academic achievement. You, with your parents' assistance, will select your elective courses. It is important for you to consider which college and/or career pathway you will complete in high school and choose courses in which you are interested. If you have questions about registration or course selection, then you and your parent(s) should attend our **Rising 9th Parent Night on Thursday, January 22nd from 6:45-8:30 p.m.** Also, your 8th grade counselor can answer registration questions, and our Hillgrove counselors will host a Q & A session on January 29th regarding registration.

Hillgrove High School
4165 Luther Ward Rd.
Powder Springs, GA 30127
(678) 331-3961

Administration

Principal	Angela Stewart
Assistant Principal/Athletic Director	Jonathan Brown
Assistant Principal.....	Bryan Defreezer
Assistant Principal	Cassandra Mathious
Assistant Principal	Brandon Morris
Assistant Principal.....	Amy Pothel
Assistant Principal.....	Yolanda Rogers
Special Services Administrator	Charles Few

School Counseling Office
(based on student last name)

A – Dau.....	Brianna Berry
Dav-Hol.....	Myranda Calloway
Hom – Mil	Heather Boyle
Mim – Sc	(Dept Chair) Myesha Davis
Sd – Z	Devante Washington

Department Chairs

English	Sylvia Spruill
Mathematics.....	April Adkins
Science	Chelsea Scroggs
Social Studies	Kate Miller
World Languages	Sarah Bowers
Fine Arts	Sara Stickle
Career Tech.....	Katherine Brink
Health/PE.....	Susan Milam
Special Education	Annette Tucker

Important Dates

Date	Time	Event	Location
Jan. 22 nd	6:45 p.m. – 8:00 p.m.	Rising 9 th Grade Parent Night	Hillgrove Theater
Jan. 23 rd	9:30 a.m. – 11:00 a.m.	Rising 9 th Grade Student Meeting	Hillgrove Theater
Jan. 29 th	12:00 p.m. – 1:00 p.m.	Hillgrove counselors host Course Registration Q & A	Virtual Meeting
Feb. 3 rd	Middle School: deadline to complete course registration		
Feb. 10 th	6:00 p.m. – 7:30 p.m.	Advanced Academics Night	Hillgrove Theater
March 20 th	Course Registration Verification forms (includes both core and elective course requests)		Mailed to all 8 th grade parents
March 20 th – May 1 st	Parents may use the Registration Verification forms to drop/add a course. (Signed form serves as waiver.)		Drop off at Hillgrove
May 1 st	Priority Deadline for course request changes!		

Helpful Websites

Hillgrove High School

- Homepage: <https://www.cobbk12.org/hillgrove>
- Counseling: Coming Soon (Check the Hillgrove Homepage)
- Athletics: <https://hillgroveathletics.com/>
- Clubs: <https://www.cobbk12.org/hillgrove/page/978/clubs>
- Use other drop-down menus to access and explore our website

NCAA Clearinghouse

- Registration: <http://www.ncaa.org/student-athletes/future/how-register>
- Eligibility Center: <https://web3.ncaa.org/ecwr3/>

GA HOPE Scholarship & Programs

- HOPE Programs: <https://gsfc.georgia.gov/hope>
- Gafutures.org: <https://www.gafutures.orgs/>

Making the Transition from Middle School to High School

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

The Academic Program: Credits, Promotion, and GPA

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

Athletic Eligibility

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

Future Plans

It is Hillgrove's hope that our students become life-long learners with the knowledge, skills, and values necessary to compete successfully as honorable and productive citizens in a global society. We expect our students to continue their education after high school graduation and throughout adulthood. Post-secondary education for some students might be a traditional four-year college or university, a two-year (community) college, a technical college or institute, or a vocational program. Other students may choose to join the United States Armed Forces or enter the workforce after high school. As you begin your high school career, please keep your post-secondary plans in mind. Students can graduate by meeting the minimum *state* requirements; however, many colleges have admissions criteria that exceed these minimum requirements. NCAA Clearinghouse has its own requirements for athletes. Our school counselors are always here to assist with any post-secondary plans; however, it is your responsibility to become familiar with the requirements and criteria of whatever post-secondary option you choose. **Do your homework early!** Requirements can differ from college to college and between programs of study. Requirements may also change from year to year. The best place to find college admissions' information is directly from the college's website, and it's never too early to begin looking. Another great resource for college and career planning is www.gafutures.org – Don't wait until Senior year to visit this site!!!

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 minimum requirements.

Subjects	Georgia High School Diploma
English	4 Units Including: 1 Unit Literature/Composition I 1 Unit Literature/Composition II 2 additional English units
Mathematics	4 Units Including: Algebra Geometry Advanced Algebra 1 additional math unit
Science	4 Units Including: 1 Unit Biology or Env. Science 1 Unit Chemistry or Earth Systems or Env. Science or Biology 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 World Languages Fine Arts	3 Units from any of these areas Though there is no world language requirement for the Georgia High School diploma, students planning to enroll in ANY post-secondary institution are strongly encouraged to earn two units of credit in the same modern language/Latin. NOTE: Students planning to enter or transfer into a University System of Georgia institution MUST take two units of the same modern language/Latin. All students are encouraged to complete a college and/or career pathway by earning 3 units of credit in a coherent series of courses leading to college readiness and/or a career readiness certificate endorsed by related industries. Students may choose from any of the CTAE pathways, a fine arts pathway, a world language pathway, or an advanced academic pathway. See your school counselor for specific pathway courses.
Health and Physical Education	1 Unit Including: ½ Unit Health ½ Unit Personal Fitness Note: 3 Units of JROTC satisfies the Health and Personal Fitness requirement.
Electives	4 Units
TOTAL UNITS MINIMUM	23 Units

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

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

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

REGISTRATION DIRECTIONS

Core Course Registration

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

*Core courses are listed in this registration handbook as a reference only. **Students do not choose their core courses.** Discuss core recommendations with your 8th grade teachers. Note: Courses below with TR denote a Teacher Recommendation as a requirement.

Elective Course Registration

YOU must select your **elective** courses and alternates. Since all ninth-grade students are required to take Health & Personal Fitness as their first elective, you will need to select three more electives and two alternate electives. *See Health/Per Fitness exception for JROTC. Follow the steps listed below to complete the registration process:

1. Read this registration handbook completely including course descriptions. This information will provide you with descriptions of the academic core courses and help guide you to make appropriate elective choices. Review and discuss elective choices with your parents.
2. Select **three (3)** elective courses and **two (2)** alternates from the elective courses listed in the course section of this handbook. Using the Hillgrove Elective Course Registration Worksheet (the **green page** at the end of this registration handbook), record the course title and course number for each elective and alternate in the spaces provided. Sign the worksheet at the bottom in the space provided.
 - Students who enroll in “Combo Courses” (band, chorus, orchestra) must use **TWO ELECTIVES** for these courses and record both courses on their registration worksheet.
 - Foreign language courses are elective courses; teachers do NOT recommend these courses. You must use one of your electives to select a foreign language.
 - Parents should review these courses and sign the completed registration worksheet at the bottom in the space provided.
3. Return the completed and **signed** registration worksheet to your 8th grade teacher.

***WARNING! Students who do not return their Elective Course Registration Form will forfeit their opportunity to select their own electives.**

Course Request Changes

We will mail a Course Registration Verification form in April showing all the courses (both core and electives) for which you are registered. If any of the courses listed on the form are incorrect or if you disagree with a course recommendation, then follow the directions on the form to change the course(s). Priority Deadline for course changes is May 1. ***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.**

***IMPORTANT:** Once our master schedule has been finalized (late May), schedules will not be changed except for scheduling errors.

Sample student schedules: 4x4 block

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

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

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

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

Sample 4x4 Block Schedule: Foundations of Algebra – Students who are not prepared for Algebra 1 will be recommended for Foundations of Algebra before entering Algebra 1.

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

Sample 4x4 Block Schedule: JROTC-Navy– Students choosing JROTC are encouraged to enroll in both Cadet Field Manual & Intro to NJROTC, but taking both courses is not required.

<u>Fall Semester</u>	<u>Spring Semester:</u>
1 st Block: Honors Geometry	Theatre Fundamentals (elective 4)
2 nd Block: Honors Spanish II (elective 3)	Honors Biology
→ 3 rd Block: JROTC—Cadet Manual (elective 1)	JROTC—Intro NJROTC (elective 2)
4 th Block: AP Human Geography	Honors Lit/Comp I
(or)	
→ 3 rd Block: JROTC—Cadet Manual (elective 2)	Health/BPE (elective 1-required)
(Students who take JROTC both semesters are not enrolled in Health/BPE)	

2025-2026 Course Offerings for Incoming Freshmen

English: Literature/Composition I
Honors Literature/Composition I
Current Topics in Reading

Mathematics: Foundations of Algebra & Algebra
Algebra
Honors Algebra
Geometry
Honors Geometry
Honors Advanced Algebra

Science: Biology
Honors Biology
Environmental Science

Social Studies: World Geography
Honors World Geography
AP Human Geography

Electives:

World Languages: French I / French II
Spanish I / Spanish II / Honors Spanish II

Fine Arts: Band
Chorus
Orchestra
Theatre Fundamentals
Technical Theatre
Visual Arts: Comprehensive

Career Technical: Audio & Video Technology & Film I
Introduction to Business & Technology
Introduction to Software Technology
Introduction to Drafting & Design
Introduction to Graphics & Design
JROTC – Navy
Marketing Principles

Phys Education: Health & Personal Fitness
Aerobic Dance
Team Sports
Lifetime Sport
Weight Training (must be recommended by high school coach)

English/Language Arts

Course Name/Description	Course Number	Prerequisite	Units
Lit/Comp I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work-ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th-grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Literature & Composition I is a required course for graduation starting in the 2025-26 school year.	2 3 . 0 6 1 6 0 1 1	TR and 9 th Grade Placement Chart	1.0
Honors Lit/Comp I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work-ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th-grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Literature & Composition I is a required course for graduation starting in the 2025-26 school year. Students who pass the course will receive an additional 0.5 GPA point.	2 3 . 0 6 1 6 0 0 3 (earns 0.50 quality point)	TR and 9 th Grade Placement Chart	1.0
Current Topics in Reading The focus of Current Topics is to remediate reading and writing skills for high school students. Throughout the semester, we will work on skills including reading fluency and comprehension, vocabulary, and writing. Our goal is to improve reading and writing skills so that students can have greater success in other academic subjects. Current Topics in Reading serves as a preview to the skills needed for success in 9th Literature/Composition and may be recommended for students with below basic performance on ELA standardized tests in prior grades and/or who are not reading on grade-level based on their most recent reading inventory assessment.	2 3 . 1 8 3 0 0 1 1	TR and 9 th Grade Placement Chart	1.0

Mathematics

Course Name/Description	Course Number	Prerequisite	Units
Foundations of Algebra & Algebra Foundations of Algebra is a first-year high school mathematics course option aimed at students who have low standardized test performance in prior grades and/or have demonstrated significant difficulties in previous mathematics classes. This course will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses. Students will take Foundations of Algebra during the 1 st semester and Algebra 1 in the 2 nd semester.	2 7 . 1 4 8 1 0 1 1 2 7 . 1 8 1 1 0 0 9	TR and 9 th Grade Placement Chart	1.0 1.0 EOC
Algebra is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. Students will gain a foundation in linear, quadratic, and exponential functions, and will gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, effect of function parameters, and describing data.	2 7 . 0 8 1 1 0 1 1	TR and 9 th Grade Placement Chart	1.0 EOC
Honors Algebra is the first course in a sequence of honors high school courses designed to prepare students for AP mathematics courses. This course contains all standards included in the on-level course with a few additional standards and explores the concepts at a deeper level. This course is intended for students who complete AC Math 8.	2 7 . 0 8 1 1 0 0 3 (earns 0.50 quality point)	TR and 9 th Grade Placement Chart	1.0 EOC
Geometry is the second course in the sequence and represents a discrete study of geometry with correlated statistics applications. 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 8 2 1 0 1 1	Algebra 1 and TR	1.0
Honors Geometry contains all of the standards included in the on-level geometry course with a few additional standards and explores the concepts at a deeper level. This course is intended for students who complete Algebra 1 in the 8 th grade or who excel in Algebra 1 as a 9 th grade student.	2 7 . 0 8 2 1 0 0 3 (earns 0.50 quality point)	Algebra 1 and TR	1.0
Honors Advanced Algebra is the third 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 the same standards as the on-level course with a few additional standards and more depth of knowledge.	2 7 . 0 8 3 1 0 0 3 (earns 0.50 quality point)	Geometry and TR	1.0

Science

Course Name/Description	Course Number	Prerequisite	Units
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.	2 6 . 0 1 2 0 0 1 1	TR and 9 th Grade Placement Chart	1.0 EOC
Honors Biology is an accelerated course designed for students interested in pursuing advanced sciences or careers in the science or engineering fields. Students will learn and understand biological processes that occur on the molecular, cellular, systemic, and environmental levels. Students will also be able to implement applications of biological processes to everyday situations.	2 6 . 0 1 2 0 0 0 3 (earns 0.50 quality point)	TR and 9 th Grade Placement Chart	1.0 EOC
Environmental Science is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues.	2 6 . 0 6 1 1 0 1 1	TR and 9 th Grade Placement Chart	1.0

Social Studies

Course Name/Description	Course Number	Prerequisite	Units
World Geography provides an overview of physical and cultural geography. An awareness of similarities and differences in human needs and behaviors is developed. Geographic education focuses on the themes of location on Earth's surface, place characteristics, relationships within places, movement, regions that lead to an understanding of social, economic, historic, geographical, and physical features of the planet on which we live.	4 5 . 0 7 1 1 0 1 1	TR and 9 th Grade Placement Chart	1.0
Honors World Geography combines the World Geography curriculum with part of the World History Curriculum, foundations to 1000 A.D. In addition, the course introduces 9 th grade students to AP Social Studies skills, including writing and critical thinking. <u>The purpose of the course is to prepare Social Studies students for AP World History in the 10th grade.</u>	4 5 . 0 7 1 1 0 0 3 (earns 0.50 quality point)	TR and 9 th Grade Placement Chart	1.0
AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Examines methods and tools geographers use in their science and practice. Follows the Advanced Placement Human Geography Curriculum.	4 5 . 0 7 7 0 0 9 5 (earns 1.0 quality point)	TR and 9 th Grade Placement Chart	1.0

Remedial Education

Students who do not meet expectations on the math and/or reading portions of the eighth-grade end-of-grade Georgia Milestone assessments or who score low in these 8th grade classes will be placed in skills-building math (Foundations of Algebra) and/or reading (Current Topics in Reading) and/or science (Environmental Science) classes in the ninth grade. These skills-building classes are in place of a student's chosen elective(s).

Special Education

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

World Languages

Course Name/Description	Course Number	Prerequisite	Units
French I is an introduction to the language and culture of France and other French-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.	6 0 . 0 1 1 0 0 1 1	None	1.0
French II is designed to further develop listening, speaking, reading, and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the French-speaking world.	6 0 . 0 1 2 0 0 1 1	French I	1.0
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. This class requires memorization and application of vocabulary and grammatical concepts. A strong predictor of student success in Spanish I is the final grade in your 8 th grader's ELA class. It is strongly recommended that students enrolling in Spanish I for their freshman year have passed 8 th grade ELA with a 75% or higher.	6 0 . 0 7 1 0 0 1 1	None	1.0
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 and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the Spanish-speaking world.	6 0 . 0 7 2 0 0 1 1	Spanish I	1.0
Honors Spanish II is designed for the student who has demonstrated superior facility in foreign language and offers a variety of opportunities for enrichment and oral work. *NOTE: Students who are unsure about whether to select Spanish II or Honors Spanish II should discuss the course with their current Spanish teacher.	6 0 . 0 7 2 0 0 0 3 (earns 0.5 quality point)	Spanish I	1.0

Fine Arts

Course Name/Description	Course Number	Prerequisite	Units
Band I and Band II are band performance classes that address the basic fundamentals of tone production, music reading, and performance. The band class focuses on the development of the combined ensemble. Students are placed in appropriate level band classes based upon auditions. This course is a year-long commitment.	*COMBO COURSE: Students use two (2) electives 5 3 . 0 3 6 1 0 9 9 5 3 . 0 3 6 2 0 9 9	Audition	1.0 1.0
Chorus I and Chorus II provides opportunities to develop performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. This course is a year-long commitment.	*COMBO COURSE: Students use two (2) electives 5 4 . 0 2 1 1 0 9 9 5 4 . 0 2 1 2 0 9 9	None	1.0 1.0
Orchestra I and Orchestra II are orchestra performance classes that address the basic fundamentals of tone production, music reading, and performance. The classes focus on the technical development of the string instrument and the development of the combined ensemble. This course is a year-long commitment. This course is a year-long commitment.	*COMBO COURSE: Students use two (2) electives 5 3 . 0 5 7 1 0 9 9 5 3 . 0 5 7 2 0 9 9	6 th , 7 th , & 8 th Grade Orchestra Or Audition	1.0 1.0
Theatre Fundamentals I serves as a prerequisite for other theatre/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.	5 2 . 0 2 1 0 0 9 9	None	1.0
Technical Theatre I introduces and develops the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.	5 2 . 0 4 1 0 0 9 9	None	1.0
Visual Art: Comprehensive is a prerequisite for all other visual art classes. This class introduces art history, criticism, aesthetic judgment & studio production to the beginning art student. Emphasizes the ability to understand & use the elements of art & principles of design through a variety of media processes both 2-D and 3-D. A chronological study of the history of art and criticism accompanies the studio experiences. Note: Students who complete this course in 8th Grade and wish to continue in visual arts may choose <u>one</u> of the following: Ceramics I, Drawing & Painting I, or Applied Design I.	5 0 . 0 2 1 1 0 9 9	None	1.0

Career Technical (CTAE)

Course Name/Description	Course Number	Prerequisite	Units
Audio & Video Technology & Film I prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Pathway Courses: 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio/Video Tech & Film III / Broadcast Video Prod	1 0 . 5 1 8 1 0 9 9	None	1.0
Intro to Business & Technology provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. Pathway Courses: 1. Intro to Business & Technology 2. Legal Environment of Business 3. Entrepreneurship	0 7 . 4 4 1 3 0 9 9	None	1.0
Intro to Software Technology is the foundational course for Computer Science and Programming pathways. 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. Pathway Courses: 1. Intro to Software Technology 2. Computer Science Principles 3. AP Computer Science A / Program, Games, & Apps	1 1 . 4 4 6 0 0 9 9	None	1.0
Intro to Drafting & Design is the foundational course and pre-requisite to all other Architectural Drawing & Design courses. Emphasis is placed on safety, correct use of tools and equipment, drafting media, sketching, lettering, fundamentals of CAD and multi-view drawings. Pathway Courses: 1. Intro to Drafting 2. Architec Draw/Desgn I 3. Architec Draw/Desgn II	4 8 . 5 4 1 0 0 9 9	None	1.0

Intro to Graphics & Design is the foundational course for both the Graphics Production and Graphics Design pathways. This course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics & Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. Pathway Courses: 1. Intro to Graphics & Design 2. Graphic Design Production 3. Adv Graphic Design/Adv Graph Output Processes	4 8 . 5 6 1 0 0 9 9	None	1.0
JROTC Navy (NS1) – Cadet Field Manual JROTC Navy (NS1) – Intro to NJROTC The purpose of these courses is to help students understand the missions, goals, and opportunities available as members of the NJROTC program. The course combines all information on military drills and ceremonies, uniform regulations, physical fitness, principles of health, first aid, survival, leadership, and communications. This course will also introduce students to the basic principles of leadership, which combined with the many opportunities for practical experience in the NJROTC program will prepare them for leadership roles in school and upon graduation. Students will gain an understanding of our nation, our values, traditions, heritage, respect for our laws, as well as becoming involved, responsible citizens. Note: Students who choose both JROTC courses will not be enrolled in Health & Personal Fitness. *3 units of NJROTC satisfy the Health and Personal Fitness graduation requirements.	2 8 . 0 2 1 0 0 9 9 2 8 . 0 2 2 0 0 9 9 (New cadets are encouraged to choose both courses so that they are enrolled in JROTC both semesters. Students must use two electives and enter both courses on their elective worksheet for this option. IMPORTANT: Enter the first course as Elective 1 in place of Health and Personal Fitness and enter the second course as another elective.)	None	1.0 1.0
Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Admin skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Pathway Courses: 1. Marketing Principles 2. Intro to Sports & Entertainment Marketing 3. Advanced Sports & Entertainment Marketing	0 8 . 4 7 4 0 0 9 9	None	1.0

Physical Education

Course Name/Description	Course Number	Prerequisite	Units
Health & Personal Fitness Combined 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. <u>Note:</u> 3 units of JROTC satisfy the Health & Personal Fitness graduation requirements. As a result, students who enroll in JROTC for both semesters will not be enrolled in Health & Personal Fitness Combined.	3 6 . 0 5 8 0 0 9 9	All 9 th grade students are automatically enrolled in Health/BPE *Exception: Students enrolling in JROTC both semesters are not enrolled in Health/Per Fit	1.0
Rhythmic Dance (Y) is designed to introduce students to a rhythmic program of activities and health related fitness. The course will provide a balance of instruction each week developing cardiovascular endurance, flexibility, and muscular strength and endurance. Activities may include rhythmic jogging, running, aerobic dance, slimnastics, stretching exercises, and creative movement exercises.	3 6 . 0 2 6 0 0 9 9	None	1.0
Athlete Weight Training Due to the limited space in weight training, 9 th grade students may not elect to take this class. If you are participating in high school athletics, contact your coach about taking this class. If your coach indicates that you should enroll in this class, then write the sport and coach's name in the blank.	IMPORTANT: Enter the name of your sport and coach as Elective 2 under Health and Personal Fitness.	Recommendation by a high school coach only	
Team Sports (Y) is designed to introduce students to three different team sports, with no one sport less than 4 weeks or longer than 8 weeks. Those from which the selection is made include the following: basketball, gym hockey, soccer, speedball, flag football, ultimate Frisbee, team handball, softball, and volleyball. This course offers students the opportunity to learn the history, rules & regulations, etiquette, strategy and judgment, and the basic motor skills of each activity.	3 6 . 0 2 1 0 0 9 9	None	1.0
Lifetime Sports (Y) is designed to introduce students to three different lifetime sports with no one sport less than 4 weeks and not more than 8 weeks. Those from which the selection is made include the following: archery, badminton, bowling, golf, handball, pickleball, racquetball, table tennis, tennis and wall ball. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each activity.	3 6 . 0 2 2 0 0 9 9	None	1.0

Hillgrove High School

2026-2027 ELECTIVE COURSE REGISTRATION WORKSHEET

Directions:

1. Complete the student information box.
2. Use the “**2026-2027 Freshman Registration Handbook**” to select electives 2, 3, & 4. Enter them in the spaces provided. Also choose two (2) alternate electives. *(Note: Students choosing to take **BOTH** NJROTC courses should strike through Health & Personal Fitness and write one of the JROTC courses in the space for Elective 1. The other course can be in any of the other elective spaces.)*
3. Both student and parent sign this form at the bottom in the space provided.
4. Return the completed form to your teacher.

*(Note: Students choosing to take **BOTH** NJROTC courses should strike through Health & Personal Fitness and write one of the JROTC courses in the space for Elective 1. The other course can be in any of the other elective spaces.)*

Student Name _____, _____, _____ Cobb Student ID# _____
Last First MI

Address _____ **City/State/Zip** _____

Parent Name _____ Phone _____

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

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

[illegible]

Every effort will be made to schedule the courses selected above. In some cases, the classes selected result in a scheduling conflict. If the conflict cannot be eliminated, one (or both) of the alternate courses will be used to replace the course(s) causing the conflict. **Courses listed as alternates can appear on your schedule!**

Alternate 1		<div><div></div><div></div><div>.</div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
Alternate 2		<div><div></div><div></div><div>.</div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>

Student Signature

Parent/Guardian Signature

Return this completed registration worksheet to your teacher. Your teacher will attach it to the official registration form.