Pelham High School Course Descriptions

2014-2015

Course Number	Course Description
	CTAE/ Fine Arts/ Electives
01.4610003	**General Horticulture-** This course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. **This class counts as a 4th science AND/OR the 2nd class in the Horticulture Pathway**
1.4630000	**Landscape Design-**Introduces students to the principles of design, methods of establishing and maintaining landscapes and landscape business management procedures. Includes arranging plants, objects and earth in the landscape; covers culture and maintenance of plants. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. **3rd Class in the Horticulture Pathway**
02.4710000	**Basic Agricultural Science and Technology-** This course is designed as an introduction or support course for the Agriscience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities **Ag Pathway- 1st class in all Ag Pathways**
02.4210000	**Animal Science and Biotechnology-** As part of the Agriscience pathway program of study, this course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. Introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. **2nd Class in the animal science pathway also counts as a 4th science**
01.432000	**Ag Animal Production-** The goal of this course is to provide all students instruction in establishing and managing agricultural animal enterprises; includes instruction in selecting, breeding, feeding, caring for, and marketing beef and dairy cattle, horses, swine, sheep, and poultry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. **3rd class in the animal science pathway**
07.0910000	**CBE Work 1st Semester-** Provides on-the-job, site-based training experiences for Cooperative Business Education students. Requires supervision by the business education instructor, training plans, and training agreements evaluated by the employer and the instructor. Co-op students must be compensated.
07.0920000	**CBE Work 2nd Semester-**Extends on-the-job, site-based training experiences for CBE students; requires supervision by the business instructor, training plans, and training agreements evaluated by the employer and the instructor.
07.4413000	**Intro to Business and Technology-**Introduction to Business & Technology is the foundational course for Business & 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. 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. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification. The pre-requisite for this course is advisor approval. **1st class of the Business Pathway**
07.4410000	**Business and Technology-**Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation. **2nd class of Business Pathway**
07.4510000	**Business Communications-** .As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course.**3rd class of Business Pathway**
10.5181000	**Audio Video Tech and Film I-**This course will serve as the foundational course in the Audio & Video Technology & Film pathway. 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. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses. The pre-requisite for this course is advisor approval. **AVTF Pathway**
10.5121000	**Audio Video Tech and Film II-** This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. **AVTF Pathway**
10.5131000	**Audio Video Tech and Film III-** This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. **AVFT Pathway**
20.4181000	**Food Science-**Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Careers will be explored. **This counts as a 4th science**
20.5281000	**Early Childhood Education 1-** The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The pre-requisite for this course is advisor approval. **Early Childhood Education Pathway**
20.4240000	**Early Childhood Education II-** Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and

	diseases; and prevention and control of communicable illnesses. **Early Childhood Education Pathway**
20.4250000	**Early Childhood Education III-** Early Childhood Education III is the third course in the Early Childhood Care and Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Internship. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition. **Early Childhood Education Pathway**
23.0320008	**Journalism I(Yearbook)-** This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copy writing, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing. **Journalism Pathway**
23.0330008	**Journalism II (Yearbook)-**The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing. **Journalism Pathway**
23.0350008	**Journalism III(Yearbook)-**This course is an extension of Journalism I and II; the students will enhance and hone the skills in journalistic writing, with a main focus in analysis of print and broadcast publications. An in-depth coverage of level-two topics will serve as the main premise. Students will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities. **Journalism Pathway**
23.0360008	**Journalism IV(Yearbook)-**This course is designed for students who have mastered skills in Journalism III. The students will publish journalistic articles either in a school newspaper or in the local newspaper. Research and interviews will be required when formulating ideas for writing. The range of opportunities to apply skills will be increased. **Journalism Pathway**
23.0320000	**Journalism Publishing 1(The Buzz)-** This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copy writing, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing. **Journalism Pathway**
23.0330000	**Journalism Publishing 2(The Buzz)-** The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing. **Journalism**

	Pathway
46.5450000	**Occupational Safety and Fundamentals-** This course is the foundational course that prepares students for a pursuit of any career in the field of construction. It prepares the student for the basic knowledge to function safely on or around a construction site and in the industry in general. It provides the student with the option for an Industry Certification in the Construction Core. This course explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. Course content discusses the causes and results of accidents and the dangers of rationalizing risks. It includes the basic content of OSHA 10-hour safety standards. It also includes the basic knowledge and skills needed in the following areas: construction math, hand and power tools used in the field, general blueprints, and basics of rigging safety. **1st class in Construction Pathway**
46.5460000	**Intro To Construction-**This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to, and develop skills to differentiate between blueprints, as is related to each individual craft area. **2nd class in construction pathway**
46.5500000	**Carpentry 1-** This course is preceded by Introduction to Construction. This course is the third of four courses that provides the student a solid foundation in carpentry skills and knowledge. It is the third step in gaining a Level One Industry Certification in Carpentry. This course provides an overview of the building materials used in the carpentry craft. It teaches techniques for reading and using blueprints and specifications especially as related to the carpentry craft. It provides specific knowledge and skills in site layout and floor and wall framing systems. It includes the basic industry terminology for a carpentry craftsperson. **3rd class in Construction pathway**
46.5510000	**Carpentry 2-** This course is preceded by Carpentry I and is the fourth of four courses that provides the student a solid foundation in carpentry skills and knowledge. It is the final step in gaining a Level One Industry Certification in Carpentry. This course provides the knowledge of various kinds of roof systems. It provides knowledge and skills for layout and cutting of the various types of roof rafters. It provides knowledge and skills for installing exterior doors, windows, and skylights. It also provides the student with knowledge and skills to layout, cut, and install various types of stairs and the code requirements needed to properly do so. **Optional Class in Construction pathway**
50.0211000	**Visual Art 1-**Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance. **Fine Arts Pathway**
50.0212001	**Visual Art 2-** Enhances level-one skills in art history, art criticism, aesthetic judgment and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two-and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist

	in past and contemporary societies. **Fine Arts pathway**
50.0213000	**Visual Arts 3-** Enhances level-two skills in art history, art criticism, aesthetic judgment and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists. **Fine Arts Pathway**
50.0214002	**Visual Arts 4-** This course is aligned to 50.02140 Visual Arts/Comprehensive IV and enhances access to level-three skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities access to application of design elements and principles of design in two-and three-dimensional art media and processes. Stresses creative problem solving through art production and the study of master artists and their works. All instruction (utilizing assistive technology as needed) should embed both the mastery of IEP goals and objectives and incorporate generalization of access skills from academic courses so that skills are not developed in isolation, but within the context of the course content. Instruction should occur in community based settings in addition to the classroom setting. Related skills for independent living, employment and self-determination are developed within the course content. This course is intended only for students who are assessed using the Georgia Alternate Assessment. **Fine Arts Pathway**
52.0210008	**Drama 1-** Dramatic Arts/Fundamentals I and serves as prerequisite for other theater/drama courses. Develops and applies performance skills through access to basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms. **Fine Arts Pathway**
52.0220008	**Drama 2-** Enhances level-one skills by producing and studying children's theater in depth with performance opportunities. **Fine Arts Pathway**
52.0230008	**Drama 3-** Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes. **Fine Arts Pathway**
52.0240008	**Drama 4-** Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application. **Fine Arts Pathway**
53.0361008	**Beginner's Band (9th) 1st Semester-** Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. **Fine Arts Pathway**
53.0362008	**Beginner's Band (9th) 2nd Semester-**Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences. **Fine Arts Pathway**
53.0363008	**Beginner's Band (10th) 1st Semester-**Enhances level-two skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production and analysis; includes historical and cultural contributions and influences, creative aspects of music and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble; stresses individualized learning and group experiences. **Fine Arts Pathway**

53.0364008	**Beginner's Band (10th) 2nd Semester-**Enhances level-three skills. Provides further opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. **Fine Arts Pathway**
53.0371008	**Intermediate Band (11th) 1st Semester-** Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills. **Fine Arts Pathway**
53.0372008	**Intermediate Band (11th) 2nd Semester** Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. **Fine Arts Pathway**
53.0373008	**Intermediate Band (12th) 1st Semester-** Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. **Fine Arts Pathway**
53.0374008	**Intermediate Band (12th) 2nd Semester-** Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision with increasingly difficult literature. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, practice strategies and group experiences. **Fine Arts Pathway**
	Health/ PE
17.0110000	**Health** Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. **Required to graduate**
36.0510000	**Personal Fitness** Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness. **Required to graduate**
	English

23.0610000	**9th Grade Literature and Composition-**This course 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 in regards to 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. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS.
23.0610005	**9th Grade Honors Literature and Composition-** This course 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 in regards to 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. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS AT THE ADVANCED LEVEL
23.0630001	**10th Grade Literature and Composition-** This course focuses on a study of literary genres; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing in tenth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student 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. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS.
23.0630005	**10th Grade Honors Literature and Composition-** This course focuses on a study of literary genres; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing in tenth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student 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. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS AT THE ADVANCED LEVEL.

23.0510000	**American Literature and Composition (11th)-** This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American 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 read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.
23.0530005	**Advanced Placement Language/ American Lit-** This course focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board. (This literature module must be taught in the 11th grade and is recommended as a designated substitute for American Literature.)
23.0520001	**12th Grade Literature and Composition (British Lit)-**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.
23.0650005	**Advanced Placement 12th Grade Literature and Composition-** The 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. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.
60.0710009	**Spanish 1-** Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures. **If a student is planning to attend college, they need Spanish 1 and 2**
60.0720009	**Spanish 2-** Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.
	SCIENCE
40.0110001	**Physical Science-** The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.
26.0120001	**Biology-**The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.
26.0120005	**Honors Biology-** The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract

	concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Advanced level.
26.0610001	**Environmental Science-**The 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. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.
26.0620000	**AP Environmental-**AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems. (Advanced Placement Course Description, May 1997. The College Board.)
40.0510001	**Chemistry-**The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.
26.0730002	**Human Anatomy-**The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.
	MATH

27.0840001	**Math 4-** This is a fourth year mathematics course designed to prepare students for calculus and similar college mathematics courses. It requires students to: investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; find areas of triangles using trigonometric relationships; use sequences and series; understand and use vectors; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.
27.0720000	**AP Calculus** Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus. Prerequisite: Advanced Algebra and Trigonometry or analysis. **Must be recommended**
27.0740000	**AP Statistics** Follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability, and statistical inference. Prerequisite: Either Euclidean Geometry or Informal Geometry, and Algebra II. **Must be recommended**
27.0971000	**Coordinate Algebra Year Long-Coordinate Algebra** This is the first course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. Students will formalize and extend the mathematics learned in middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Algebra is used to deepen and extend understanding of geometric knowledge from prior grades. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations.
27.0981000	**Coordinate Algebra Support- Year Long (The support goes along with the class)**
27.0971005	**Coordinate Algebra Honors- Must be recommended** This is the first course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. Students will formalize and extend the mathematics learned in middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Algebra is used to deepen and extend understanding of geometric knowledge from prior grades. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations. **ADVANCED LEVEL**
27.0972000	**Analytic Geometry-** This is the second course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. 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. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions

	are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability.
27.0982000	**Analytic Geometry Support (goes with analytic geometry)**
27.0972005	**Honors Analytic Geometry-** This is the second course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. 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. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. ADVANCED LEVEL
27.0975000	**Accelerated Coordinate Algebra/geometry-must be recommended** The fundamental purpose of Accelerated CCGPS Coordinate Algebra/Analytic Geometry A is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The next unit in the course ties together the algebraic and geometric ideas studied. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. 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 and rounds out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
27.0976000	**Accelerated Analytic Geometry B / Advanced Algebra-must be recommended** The focus of Accelerated CCGPS Analytic Geometry B / Advanced Algebra is organized into 10 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together

	all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
27.0973000	**Advanced Algebra-** It is in Advanced Algebra that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
27.0983000	**Advanced Algebra Support- goes along with class**
27.0973005	**Honors Advanced Algebra-** It is in Advanced Algebra that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. ADVANCED LEVEL
27.0977000	**Pre- Calculus-** Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
27.0870000	**Math of Finance-** The course concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics.

	History
45.0570002	**American Gov't/ Civics-**An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.
45.0570005	**Honors American Government- Must be recommended**
45.0610000	**Economics-**An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.
45.0610005	**Honors Economics- Must be recommended**
45.0810001	**US History** Examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era. **Must be recommended.**
45.0820000	**AP US History** Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times.
45.0830001	**World History** A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.
45.0811000	**AP World History-** Conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills. *(May substitute for 45.08300)*
45.0160001	**AP Psychology-**Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. **Must be recommended- Elective course**
45.0840000	**AP European History-** Conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills. *(May substitute for 45.08300)*
	Electives
32.0410000	**Workplace Ethics** A specialized program for targeted youth, the classroom

	instruction includes life skills, training, remediation, career exploration, decision making and goal setting. During the summer months, summer school and special activities are planned for each student. **Must be recommended**
32.0420000	**Workplace Ethics 2-** This is the second year of a four-year sequential offering. Classroom instruction includes detailed career planning, self-awareness, team building, and remediation, job shadowing and career selection. **Must Be recommended**
36.0520004	**Physical Conditioning (9th) 1st Semester (weights)-**Provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits.
36.0540004	**Weight Training (9th)(weights) 2nd Semester-** Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits.
36.0550004	**Exercise/ Weight Control (10th) (weights) 1st Semester-** Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition. Includes consumer information on products, programs and fitness concepts for developing healthy lifetime habits.
36.0560004	**Body Sculpting (10th) (weights)2nd Semester-**Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.
36.0620004	**Advanced Physical Conditioning (11th) (weights) 1St Semester-** Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies.
36.0640004	**Advanced Weight Training (11th) (weights)2nd Semester-** Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.
36.0650004	**Advanced Exercise/ Weight Control (12th) (weights) 1st Semester-** Provides self-management and adherence strategies to continue weight control through a safe and effective exercise program.
36.0660004	**Advanced Body Sculpting (12th) (weights)2nd Semester-** Provides additional opportunities to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. Promotes healthy means to body sculpting goals.
36.0210000	**Introductory to Team Sports (PE)-**Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.
36.0225000	**Lifetime Sports (PE)-**Introduces fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating, and skiing. This course is intended only for students who are assessed using the Georgia Alternate Assessment.

	Southwest Georgia Tech
43.4330400	**Criminal Justice-** course will provide students with an opportunity to explore the basic processes and principles of forensic science as it relates to criminal investigation. Students will learn the importance of the identification, collection, and processing of evidence and of its contribution to the criminal investigation. Students will learn of the legal responsibilities and challenges which the forensic investigator may encounter. Students will also learn of the role of the criminal investigator. **Dual Enrollment Course *Must have compass**
20.5271408	**Practicing Certified Assistant (CNA-Nursing)** Students wishing to pursue a career in the Healthcare Industry will receive initial exposure to healthcare science skills and attitudes applicable to healthcare including the concepts of health, wellness, and preventive care. The changes in healthcare delivery systems and the subsequent impact on healthcare delivery for individual consumers is explored and evaluated. Medical terminology, microbiology, and basic life support skills are emphasized, as well as, the ethical and legal responsibilities of today's healthcare provider. Academics and other related sciences are integrated throughout the course. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Students may participate in opportunities for professional networking and the enhancement of their vocational portfolios by receiving recognition for their accomplishments through a variety of venues related to vocational student organizations – Health Occupations Students of America (HOSA), Vocational Industrial Clubs of America (VICA), as well as, other external agencies such as the American Red Cross and the American Heart Association. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Technology Education courses. ***Dual Enrollment Course *Must have compass**
45.5510408	**Welding-** This course is designed to allow students to master basic welding techniques. Students will identify, rate, select, and use proper weld techniques to produce quality beads. The student will also properly prepare base metal to produce good weld quality. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry. ***Dual Enrollment Course *Must have compass**
27.0670400	**College Algebra**
27.0650400	**College Trig**
23.0340400	**English 1101**