Starr’s Mill High School  
Course Catalog  
2025-2026



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[Journalism III Yearbook (23.0350081/82)](#_q47g0u82o4nk)

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[Band](#_tewycrwmaelu)

[Inter Band (53.03710)](#_qhm123fn7yz4)

[Inter Band II (53.03720)](#_ajeoez72hgfl)

[Inter Band III (53.03730)](#_sf7ucxfebpb1)

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[Adv Band (53.03810)](#_ydu2i535soir)

[Adv Band II (53.03820)](#_bf6n45p5uow9)

[Adv Band III (53.03830)](#_b1edmog74rel)

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[Mastery Band (53.03910)](#_r1gqejinj2bd)

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[Mastery Band III (53.03930)](#_b68ju53mn7yx)

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[Adv Instrumental Ensemble I (53.07610)](#_a7hsbp5f2x63)

[Adv Instrumental Ensemble II (53.07620)](#_w4j40a9fiqzl)

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[Adv Mixed Chorus (54.02310)](#_ljs44t2wnq2o)

[Adv Mixed Chorus II (54.02320)](#_ss1wivpjlcm4)

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[Adv Drama II (52.0520)](#_m2jbvr9yy699)

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[Advanced Placement History/Art (50.0921/50.2921)](#_xcw91w7duyfw)

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[Adv Orchestra II (53.05820)](#_fiityt1aih24)

[Adv Orchestra III (53.05830)](#_f9rzpe1dnkhw)

[Adv Orchestra IV (53.05840)](#_ooxlpn6fky7n)

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[Acc Alg A: Conc/Conn (27.081108/27.281108)](#_t4teh0xxjcwf)

[Geometry: Concepts and Connections (27.08210)](#_c38op7xsxxci)

[Gftd/Hnrs Geometry: Concepts and Connections (27.28210/27.082106)](#_dt2slgjeemk8)

[Acc Geom B/Adv Alg A: Conc/Con (27.083108/27.283108)](#_lwe9edtlvtdc)

[Advanced Algebra: Concepts & Connections (27.08310)](#_irljbfjql97b)

[Gftd/Hnrs Advanced Algebra: Concepts & Connections (27.28310/27.083106)](#_11hn33yp6nf9)

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[Body Sculpting (36.0560)](#_kw2rde3yy1j1)

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[Science](#_c63s0ybqcbtv)

[Biology (26.01200)](#_hpzz5ig5pusu)

[Biology Gifted (26.21200)](#_wfr771oifort)

[Chemistry (40.0510)](#_hqq9ajd8lnb9)

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[Physics (40.0810)](#_dcl855svbtjm)

[Environmental Science (26.06110)](#_k2dm7f65viwc)

[Human Anatomy & Physiology (26.0620)](#_u77163c4na29)

[Forensic Science (40.0930)](#_6wgr0nvs8op3)

[Advanced Placement Physics I (40.28310, 40.08310)](#_5ks3i815kl6a)

[Advanced Placement Physics II (40.28320, 40.08320)](#_8nr8r27ezyui)

[Advanced Placement Physics C Mechanics (40.28410, 40.08410)](#_1t92svvg844u)

[Advanced Placement Environmental Science (26.2620,26.0620)](#_k32fn2vxh7c1)

[Advanced Placement Biology (26.2140, 26.0140)](#_rleretsbio2e)

[Advanced Placement Chemistry (40.2530, 40.0530)](#_fbf6azx3ad6b)

[Social Studies](#_niisihlmg9dn)

[Core](#_q2c9qswcumzh)

[World History (45.0830)](#_f72j1w4nb1qb)

[Advanced Placement World History (45.2811, 45.0811)](#_qiiycqn73tln)

[United States History (45.0810)](#_pe6zgedfgkbq)

[Advanced Placement United States History (45.2820, 45.0820)](#_96qbdjvmygsx)

[American Government/Civics (45.0570)](#_mesl41lgkfbt)

[Advanced Placement Government (45.2520, 45.0520)](#_g7b92qq1l01m)

[Personal Finance & Economics (45.0610)](#_n4vp1me8vidz)

[Advanced Placement Macroeconomics (45.2620, 45.0620)](#_wxhwa92a0gz4)

[Electives](#_e0v2egcawm40)

[Psychology (45.0150)](#_ln8h98r7qg5p)

[Sociology (45.031)](#_q5kylpee8ej3)

[U.S. History in Film (45.08120)](#_6l7eqwfnpax)

[Early Military History (45.08910)](#_2sy717orijkz)

[Modern Military History (45.0890)](#_v593hzrpjso6)

[World Geography (45.07110)](#_iehu0iw82le)

[Advanced Placement Human Geography (45.2770, 45.0770)](#_mt81d74aiwz5)

[Advanced Placement European History (45.284, 45.0840)](#_vq1fhvf4pd5x)

[Advanced Placement Psychology (45.2160, 45.0160)](#_ltc9xuqg1m3q)

[Advanced Placement Comparative Government (45.2530, 45.0530)](#_3rwxuw67bfys)

[World Languages](#_elzku89znbt9)

[French I (60.0110)](#_wjzkob5zgjz6)

[French II (60.0120)](#_7x3bbpyxeh67)

[French III (60.0130)](#_7bt3m3wkw91z)

[French IV (60.0140)](#_pspf1v6ub6ru)

[Advanced Placement French (60.2170, 60.0170)](#_tuv9e3sbyso8)

[German I (61.0110)](#_gviu4rpm3vha)

[German II (61.0120)](#_oyzsot3wy0fk)

[German III (61.0130)](#_ydl4cd9a94r5)

[German IV (61.0140)](#_2ykfx4t7a5xm)

[Spanish I (60.0710)](#_kdufj9bs9s8n)

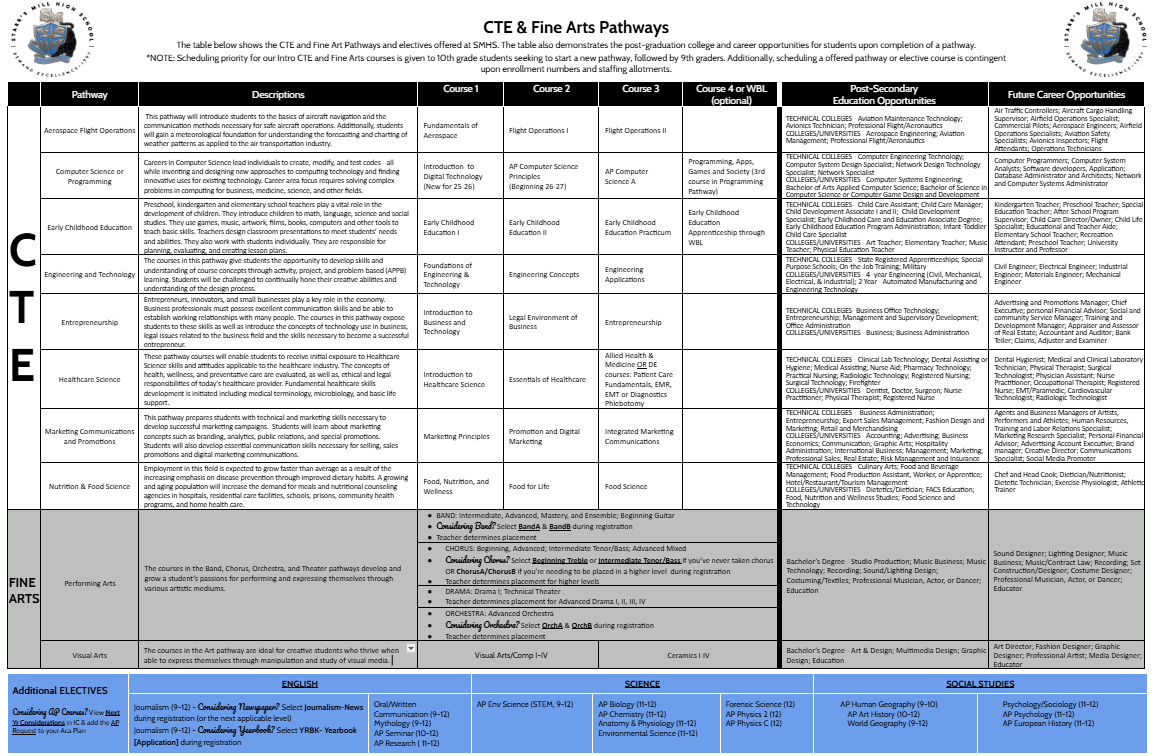
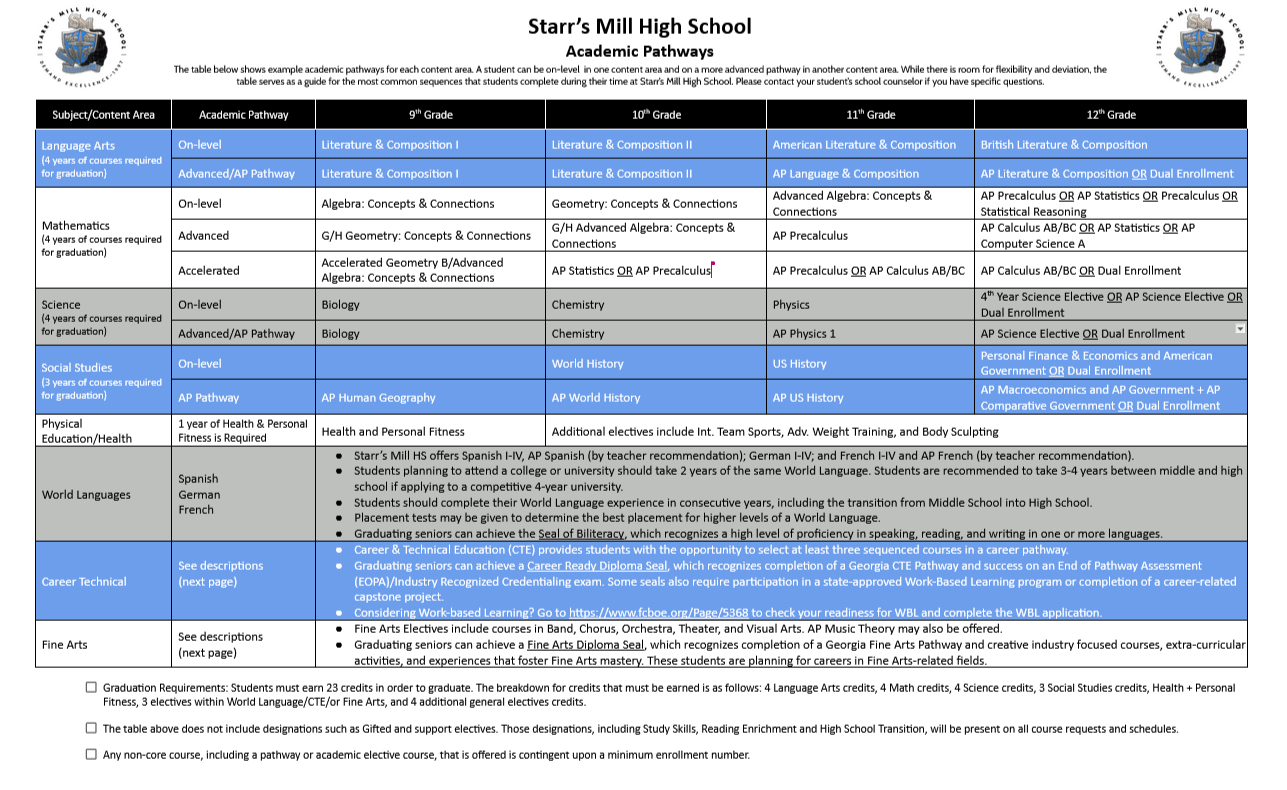
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# Four Year Plan & Graduation Requirements

The four-year plan and graduation requirements can be found below. For the full-size document, click [here](https://docs.google.com/document/d/1dDnjl_sixz_YJ8qHAqgF5KLI3Vz6uyV0_TJXJprTHf0/edit?usp=sharing);it begins on page two due to formatting. See below for screenshots of what it looks like.  
  


# AP Course Master List

| Course Name | Course Number |  | Course Name | Course Number |
| --- | --- | --- | --- | --- |
| AP History/Art | 50.0921001/2  50.2921001/2 |  | AP Human Geography | 45.0770001/2  45.2770001/2 |
| AP Biology | 26.0140001/2 26.2140001/2 |  | AP Macroeconomics | 45.0620001/2  45.2620001/2 |
| AP Calculus AB | 27.0720001/2 27.2720001/2 |  | AP Music Theory | 53.0230001/2  53.2230001/2 |
| AP Calculus BC | 27.0730001/2  27.2730001/2 |  | AP Physics 1 | 40.0831001/2 40.2831001/2 |
| AP Chemistry | 40.0530001/2 40.2530001/2 |  | AP Physics 2 | 40.0832001/2 40.2832001/2 |
| AP Comparative Government | 45.0530012  45.2530012 |  | AP Physics C: Mechanics | 40.0841001/2 40.2841001/2 |
| AP Computer Science Principles *(Coming the 2026-2027 School Year)* | 11.0190001/2  11.2190001/2 |  | AP Precalculus | 27.0741001/2 27.2741001/2 |
| AP Computer Science | 11.0160001/2 11.2160001/2 |  | AP Psychology | 45.0160001/2 45.2160001/2 |
| AP English Language & Composition (Am Lit) | 23.0530001/2 23.2530001/2 |  | AP Research | 23.0370001/2 23.2370001/2 |
| AP English Literature & Composition | 23.0650001/2 23.2650001/2 |  | AP Seminar | 23.0830001/2 23.2830001/2 |
| AP Environmental Science | 26.0620001/2 26.2620001/2 |  | AP Spanish Language & Culture | 60.0770001/2  60.2770001/2 |
| AP European History | 45.0840001/2  45.284001/2 |  | AP Statistics | 27.0740001/2  27.2740001/2 |
| AP French | 60.0170001/2  60.2170001/2 |  | AP US History | 45.0820001/2  45.2820001/2 |
| AP Government | 45.0520012  45.2520012 |  | AP World History | 45.0811001/2  45.2811001/2 |

# AP Course Prerequisites

Directions: Students are required to submit the online course request (School website) to be considered for AP courses. Read through all information to 1) review course offerings and determine which courses you request, 2) determine whether or not you meet the prerequisites for the course, and 3) review and agree to the AP Policies and Agreement.

| STEP 1: Review Course Offerings and Determine Which Courses You Will Request | | | |
| --- | --- | --- | --- |
| **Content Area** | **Course** | **Grade(s)** | **Prerequisite** |
| CTE | AP Computer Science Principles  *(Coming the 2026-2027 School Year)* | 10-12 | HS Algebra *or* Accelerated Algebra 1/Geometry A  *Minimum Grade of 80% (S1)*  *OR*  Intro to Digital Technology *Minimum Grade of 85% (S1)* |
| AP Computer Science A | 10-12 | Accelerated Pre-Calculus, Accelerated Geo/Alg II or Algebra II  *Minimum Grade of 80% (S1)*  *OR*  AP Computer Science Principles - *Minimum Grade of 85%* |
| English | AP Language | 11 | 10th Lit Minimum Grade of 85% (S1)  Or Gifted 10th Lit Minimum Grade of 80%  (S1) |
| AP Literature | 12 | American Lit or AP Language Minimum Grade of 80% (S1)  OR  Successful completion of College  English Dual Enrollment Course |
| AP Seminar | 10-12 | Current English Course Minimum Grade of 85% (S1)  OR  Current Gifted English Course  Minimum Grade of 80% (S1) |
| AP Research | 11-12 | AP Seminar |
| Fine Arts | AP Art History | 10-12 | Minimum Grade of 80% in current English course (S1) |
| AP Music Theory | 10-12 | 1 year of band, chorus, guitar or orchestra  Minimum Grade of 85% (S1) |
| Math | AP Calculus | 12 | AP PreCalculus  *Math teacher recommends AB or BC* |
| AP Precalculus | 10-12 | Successful completion of Accelerated GeoB/Advanced Algebra or H/G Advanced Algebra  OR  Advanced Algebra with Minimum grade of 85%  OR  Accelerated student wishing to double  in math (e.g. take AP Stats concurrently with AP PreCalculus or AP Calculus)  Minimum grade of 85% in current course |
| AP Statistics | 10-12 | Successful completion of Accelerated GeoB/Advanced Algebra or H/G Advanced Algebra  OR  Advanced Algebra or PreCalculus  Minimum grade off 85% OR  Accelerated student wishing to double  in math (e.g. take AP Stats concurrently  with AP PreCalculus or AP Calculus)  Minimum grade of 85% in current course |
| Science | AP Biology | 11-12 | Biology and Chemistry  Minimum Grade of 80% in both  and Developing Learner or higher on Biology EOC |
| AP Chemistry | 11-12 | Biology and Chemistry  Minimum Grade of 85% in both |
| AP Environmental Science | 9 | HS Physical Science  Minimum Grade of 80% |
| 10-12 | 10th grade: Biology (> 80%) and  concurrently enrolled in Chemistry  11 - 12: Biology (> 80%) and Chemistry  (>80% if completed or concurrent) |
| AP Physics I | 11-12 | Biology and Chemistry  Minimum Grade of 85% in both  AND  Algebra I and Geometry  Minimum Grade of 85% in both |
| AP Physics II | 12 | AP Physics 1 or Physics  Minimum Grade of 80% |
| AP Physics C: Mechanics | 12 | AP Physics 1 or Physics  Minimum Grade of 80% |
| Social Studies | AP Comparative Government | 11-12 | AP World Minimum Grade of 80%  OR  World History Minimum Grade of 85%  AND  Minimum Grade of 85% in current English course (S1)  Co-Requisite (or Prerequisite) :  enrollment in US History course or AP US History |
| AP Government | 11-12 | AP US History Minimum grade of 80%  OR  US History Minimum Grade of 85% Co-Requisite (or Prerequisite) :  enrollment in US History course or AP US History |
| AP Human Geography | 9-10 | Rising 9th Grade: Gifted English  Minimum grade of 80%  OR  English Minimum grade of 85%  OR  Rising 10th Grade: 9th Lit or Gifted 9th Lit Minimum Grade of 80% (S1) |
| AP Macroeconomics | 12 | AP US History or US History  and Algebra II  Minimum Grade of 80% in all |
| AP Psychology | 11-12 | AP World History or AP US History  Minimum grade of 80% OR  World History or US History and Current English Class (S1) Minimum grade of 85% in both |
| AP US History | 11 | AP World History Minimum grade of 80%  OR  World History and Current English Class  (S1) Minimum grade of 85% in both |
| AP World History | 10 | 9th Lit or Minimum Grade of 85% (S1)  OR  Gifted 9th Lit Minimum Grade of 80% (S1) |
| World Language | AP French | 11-12 | French IV or French III  *French teacher recommends level* |
| AP Spanish | 11-12 | Spanish IV or Spanish III  Spanish/Native Speaker II or III  *Spanish teacher recommends level* |

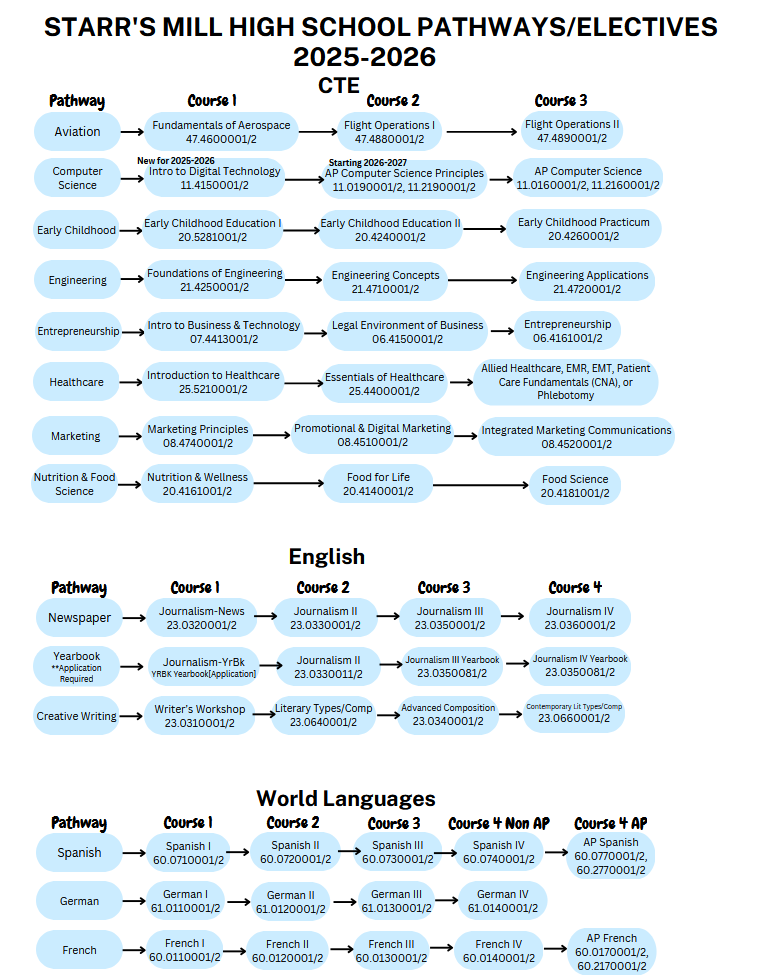
# Starr’s Mill Master Course List

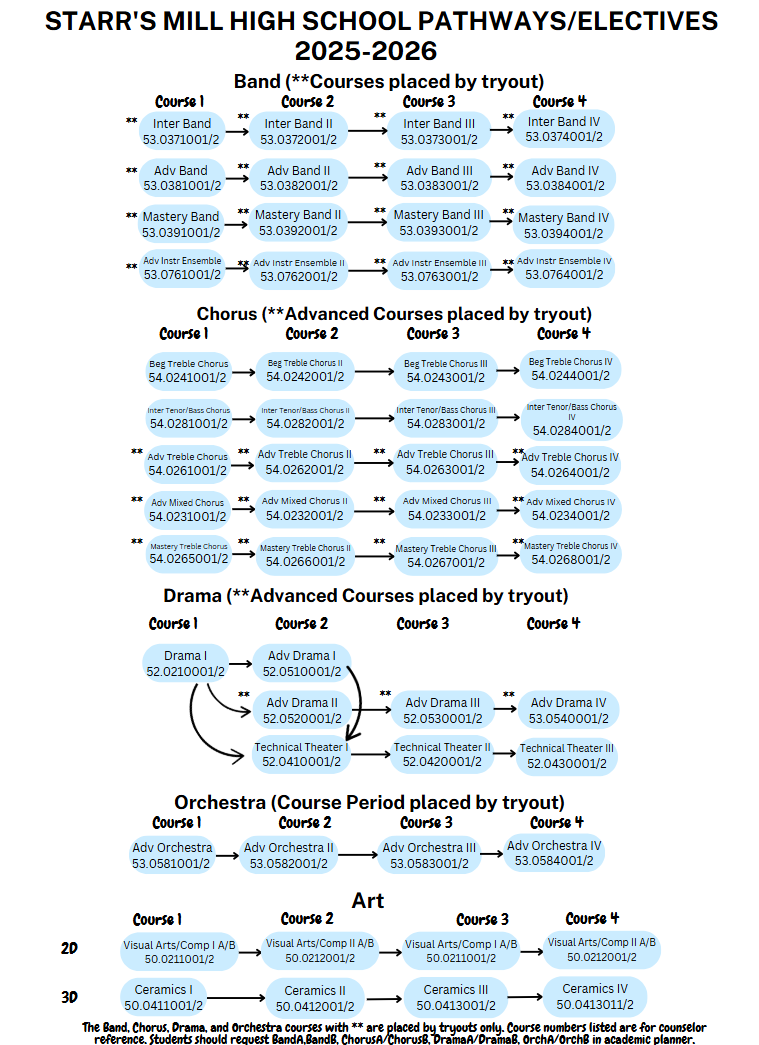
| **Language Arts** | **Course Numbers** |  | **Mathematics** | **Course Numbers** |  | **Science** | **Course Numbers** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Literature/Comp I | 23.0616001/2 |  | Algebra Concepts/  Connections | 27.0811001/2 |  | Biology | 26.0120001/2 |
| Literature/Comp I Gifted | 23.2616001/2 |  | Algebra Concepts/  Connections Support | 27.1812011/2 |  | Biology Gifted | 26.2120001/2 |
| Literature/Comp II | 23.0617001/2 |  | Geometry Concepts/  Connections | 27.0812001/2 |  | Chemistry | 40.0510001/2 |
| Literature/Comp II Gifted | 23.2617001/2 |  | Geometry Concepts/  Connections Support | 27.1822011/2 |  | Chemistry Gifted | 40.2510001/2 |
| American Literature | 23.0510001/2 |  | Adv Algebra Concepts/  Connections | 27.0813001/2 |  | Chemistry Honors | 40.0510061/2 |
| AP Language | 23.0530001/2  23.2530001/2 |  | Adv Algebra Concepts/  Connections Support | 27.1832011/2 |  | Physics | 40.0810001/2 |
| British Literature | 23.0520001/2 |  | Geometry Gifted/Honors | 27.2821001/2 27.0821061/2 |  | Environmental Science | 26.0611001/2 |
| AP Literature | 23.0650001/2  23.2650001/2 |  | Adv Algebra Gifted/Honors | 27.2831001/2 27.0831061/2 |  | Forensic Science | 40.0930001/2 |
|  |  |  | Acc Algebra/ Geometry A | 27.0811081/2 27.2811081/2 |  | Human Anatomy | 26.0730001/2 |
| **Social Studies** |  |  | Acc Geometry B/Adv Algebra | 27.0831081/2 27.2831081/2 |  | AP Physics 1 | 40.0831001/2  40.2831001/2 |
| World History | 45.0830001/2 |  | PreCalculus | 27.0841001/2 |  | AP Physics 2 | 40.0832001/2  40.2832001/2 |
| AP World History | 45.0811001/2  45.2811001/2 |  | Statistical Reasoning | 27.0880001/2 |  | AP Physics C: Mechanics | 40.0841001/2  40.2841001/2 |
| US History | 45.0810001/2 |  | College Readiness Math | 27.0890001/2 |  | AP Environmental Science | 26.0620001/2  26.2620001/2 |
| AP US History | 45.0820001/2  45.2820001/2 |  | AP Statistics | 27.0740001/2 27.2740001/2 |  | AP Chemistry | 40.0530001/2  40.2530001/2 |
| Am Govt/Civics | 45.0570012 |  | AP Precalculus | 27.0741001/2 27.2741001/2 |  | AP Biology | 26.0140001/2  26.2140001/2 |
| Personal Finance/Econ | 45.0610012 |  | AP Calculus AB | 27.0720001/2 27.2720001/2 |  |  |  |
| AP Government | 45.0520012  45.2520012 |  | AP Calculus BC | 27.0730001/2 27.2730001/2 |  |  |  |
| AP Macroeconomics | 45.0620001/2  45.262001/2 |  |  |  |  |  |  |

# Starr’s Mill Master Elective Course List

| Course Name | Course Number |  | Course Name | Course Number |
| --- | --- | --- | --- | --- |
| Intro to Business & Tech | 07.4413001/2 |  | Journalism IV - Yearbook | 23.0360081/2 |
| Legal Environment of Business | 06.4150001/2 |  | Writer’s Workshop | 23.0310001/2 |
| Entrepreneurship | 06.4161001/2 |  | Literary Types/Composition | 23.0640001/2 |
| Marketing Principles | 08.4740001/2 |  | Advanced Composition | 23.0340001/2 |
| Promotional & Digital Marketing | 08.4510001/2 |  | Contemporary Lit Types/Comp | 23.0660001/2 |
| Integrated Marketing & Communications | 08.4520001/2 |  | Intro Healthcare Science | 25.5210001/2 |
| Intro to Digital Technology | 11.4150001/2 |  | Essentials of Healthcare | 25.4400001/2 |
| AP Computer Science | 11.0190001/2, 11.2190001/2 |  | Int Team Sports | 36.0310011/2 |
| Early Childhood Education I | 20.5280001/2 |  | Body Sculpting | 36.0560011/2 |
| Early Childhood Education II | 20.4240001/2 |  | Adv Weight Training | 36.0640011/2 |
| Early Childhood Education Practicum | 20.4260001/2 |  | Early US Military History | 45.0891012 |
| Nutrition & Wellness | 20.4161001/2 |  | Modern US Military History | 45.0890012 |
| Food for Life | 20.4140001/2 |  | World Geography | 45.0711001/2 |
| Food Science | 20.4181001/2 |  | Psychology | 45.0150011 |
| Foundations of Engineering | 21.4250001/2 |  | Sociology | 45.0310012 |
| Engineering Concepts | 21.4710001/2 |  | U.S. History in Film | 45.0812011/2 |
| Engineering Applications | 21.4720001/2 |  | AP Human Geography | 45.0770001/2, 45.2770001/2 |
| Mythology | 23.0210001/2 |  | AP Comparative Government | 45.0530012, 45.2530012 |
| Lit/History Old Testament | 23.0240001 |  | AP Psychology | 45.0160001/2, 45.2160001/2 |
| Lit/History New Testament | 23.0250001 |  | Fundamentals of Aerospace | 46.04600001/2 |
| Oral/Written Communications (Speech) | 23.0420011 |  | Flight Operations I | 47.4880001/2 |
| Debate | 23.0460012 |  | Flight Operations II | 47.4890001/2 |
| Journalism - News | 23.0320001/2 |  | Beginning Treble Chorus | 54.0241001/2 |
| Journalism - Yrbk | 23.0320011/2 |  | Inter Tenor/Bass Chorus | 54.0281001/2 |
| Journalism II (Newspaper) | 23.0330001/2 |  | Adv Treble Chorus I | 54.0261001/2 |
| Journalism II (Yearbook) | 23.0330011/2 |  | Adv Treble Chorus II | 54.0262001/2 |
| Journalism III | 23.0350001/2 |  | Adv Treble Chorus III | 54.0263001/2 |
| Journalism III - Yearbook | 23.0350081/2 |  | Adv Treble Chorus IV | 54.0264001/2 |
| Journalism IV | 23.0360001/2 |  | Adv Mixed Chorus I | 54.0231001/2 |
| Adv Mixed Chorus II | 54.0232001/2 |  | Adv Mixed Chorus II | 54.0232001/2 |
| Adv Mixed Chorus III | 54.0233001/2 |  | Adv Mixed Chorus III | 54.0233001/2 |
| Adv Mixed Chorus IV | 54.0234001/2 |  | Adv Mixed Chorus IV | 54.0234001/2 |
| Mastery Treble Chorus I | 54.0265001/2 |  | Visual Arts/Comp I | 50.0313011 |
| Mastery Treble Chorus II | 54.0266001/2 |  | Visual Arts/Comp II | 50.0431012 |
| Mastery Treble Chorus III | 54.0267001/2 |  | Visual Arts/Comp III | 50.0312012 |
| Mastery Treble Chorus IV | 54.0268001/2 |  | Visual Arts/Comp IV | 50.0321012 |
| Inter Band I | 53.0371001/2 |  | Ceramics I | 50.04110001/2 |
| Inter Band II | 53.0372001/2 |  | Ceramics II | 50.04120001/2 |
| Inter Band III | 53.0373001/2 |  | Ceramics III | 50.04130001/2 |
| Inter Band IV | 53.0374001/2 |  | Ceramics IV | 50.04140011/2 |
| Advanced Band I | 53.0381001/2 |  | Adv Orchestra I | 53.0581001/2 |
| Advanced Band II | 53.0382001/2 |  | Adv Orchestra II | 53.0582001/2 |
| Advanced Band III | 53.0383001/2 |  | Adv Orchestra III | 53.0583001/2 |
| Advanced Band IV | 53.0384001/2 |  | Adv Orchestra IV | 53.0584001/2 |
| Beginning Guitar | 53.041011/2 |  | Music Appreciation | 53.0140011/2 |
| Adv Instr Ensemble | 53.0761001/2 |  | AP Music Theory | 53.0230001/2, 53.2230001/2 |
| Adv Instr Ensemble II | 53.0762001/2 |  | AP Art History | 50.0921001/2, 50.2921001/2 |
| Adv Instr Ensemble III | 53.0763001/2 |  | Spanish I | 60.0710001/2 |
| Adv Instr Ensemble IV | 53.0764001/2 |  | Spanish II | 60.0720001/2 |
| Mastery Band I | 53.0391001/2 |  | Spanish III | 60.0730001/2 |
| Mastery Band II | 53.0392001/2 |  | Spanish IV | 60.0740001/2 |
| Mastery Band III | 53.0393001/2 |  | German I | 61.0110001/2 |
| Mastery Band IV | 53.0394001/2 |  | German II | 61.0120001/2 |
| Drama I | 52.0210001/2 |  | German III | 61.0130001/2 |
| Adv Drama I | 52.0510001/2 |  | German IV | 61.0140001/2 |
| Adv Drama II | 52.0520001/2 |  | French I | 60.0110001/2 |
| Adv Drama III | 52.0530001/2 |  | French II | 60.0120001/2 |
| Adv Drama IV | 52.0540001/2 |  | French III | 60.0130001/2 |
| Technical Theater I | 54.0410001/2 |  | French IV | 60.0140001/2 |
| Technical Theater II | 54.0420001/2 |  | AP Spanish | 60.0170001/2, 60.2770001/2 |
| Technical Theater III | 54.0430001/2 |  | AP French | 60.0170001/2, 60.2170001/2 |

## Pathway Chart





## Elective Planning Chart

To help students choose their electives and plan their schedules effectively, here’s a breakdown of what they need to do:

1. **Review the Pathway Chart**: Start by examining the Career/Technical Pathway charts. These charts list the introductory-level courses along with their course numbers for each semester (A & B). The comments next to each course indicate the names of the second and third level courses within the pathway.
2. **Select Both Semesters**: Be sure to add both the A and B versions of any course into your academic planner. This will ensure you are scheduled for the full year, as both semesters are required for successful completion.
3. **Add Electives Carefully**: This applies not only to pathway courses but to any elective courses that are not part of a CTE Pathway.
4. **Choose 3 Alternate Courses**: Select three alternate courses as backup options. This is essential because:
   * Some courses may not be offered if there aren’t enough student requests.
   * A course might not be available due to staffing constraints.
   * A class could reach its maximum capacity.

Following these steps will help ensure that you have a complete schedule with your preferred electives or suitable alternatives.

| **Career Pathway** | **1st Semester Class** | **2nd Semester Class** | **Comments** |
| --- | --- | --- | --- |
| Aviation | Fundamentals of Aerospace A 46.4600001 | Fundamentals of Aerospace B 46.4600002 | Fundamentals of Aerospace A/B is the first level. Second level: Flight Operations I A/B Third Level: Flight Operations IIA/B |
| Computer Science | Intro to Digital Technology A 11.4150001 | Intro to Digital Technology B 11.4150002 | Intro to Digital TechnologyA/B is the first level. **Second Level:** AP Computer Science Principles A/B (Coming 2026-2027) **Third Level:** AP Computer Science A/B |
| Engineering | Foundations of Engineering IA 21.4250001 | Foundations of Engineering IB 21.4250002 | Foundations of Engineering IA/B is the first level. Second Level: Engineering Concepts A/B Third Level: Engineering Applications A/B |
| Entrepreneurship | Intro Business & Technology A 07.4413001 | Intro Business & Technology B 07.4413002 | Intro Business & Technology A/B is the first level. Second Level: Legal Environment Bus A/B Third Level: Entrepreneurship A/B |
| Early Childhood Education | Early Childhood Education A 20.5280001 | Early Childhood Education B 20.5280002 | Early Childhood Education I A/B is the first level. Second Level: Early Childhood Education II A/B Third Level: Early Childhood Practicum A/B |
| Healthcare | Intro Healthcare Science IA 25.5210001 | Intro Healthcare Science IB 25.5210002 | Intro Healthcare Science I A/B is the first level. Second Level: Essentials of Healthcare A/B Third Level: Application is required |
| Marketing | Marketing Principles A 08.4740001 | Marketing Principles B 08.4740001 | Marketing Principles A/B is the first level. Second Level: Promotion & Digital Marketing A/B Third Level: Integrated Marketing & Communications A/B |
| Nutrition & Food Science | Nutrition & Wellness A 20.4161001 | Nutrition & Wellness B 20.4161002 | Nutrition & Wellness A/B is the first level. Second Level: Food for Life A/B Third Level: Food Science A/B |
| Journalism - Newspaper | Journalism-News 23.0320001 | Journalism-News 23.0320002 | Journalism-News is the first level. Second level: Journalism II. Third Level:Journalism III. Fourth Level: Journalism IV |
| Journalism - Yearbook | Journalism-YrBk YRBK Yearbook[Application] | Journalism-YrBk YRBK Yearbook[Application] | Journalism-YrBk is the first level. Second level: Journalism II. Third Level:Journalism III Yearbook. Fourth Level: Journalism IV Yearbook. |
| Creative Writing | Writer’s Workshop A 23.0310001 | Writer’s Workshop B 23.0310002 | Writer’s Workshop is the first level. Second Level: Literary Types/Comp. Third Level: Advanced Composition. Fourth Level: Contemporary Lit Types/Comp |
| Spanish | Spanish IA  60.0710001 | Spanish IB  60.0710002 | Spanish I is the first level. Second Level: Spanish II. Third Level: Spanish III. Fourth Level: Spanish IV OR AP Spanish |
| French | French IA 60.0110001 | French IB 60.0110002 | French I is the first level. Second Level: French II. Third Level: French III. Fourth Level: French IV OR AP French |
| German | German IA 61.0110001 | German IB 61.0110002 | German I is the first level. Second Level: German II. Third Level: German III. Fourth Level: German IV |

Other Non-Pathway Electives

| **English** | |
| --- | --- |
| Oral Comm (Speech) (9-12) 23.0420012 | Debate (9-12) 23.0460011 |
| Lit/History Old Testament (10-12) 23.0240001 | Lit/History New Testament (10-12) 23.0250001 |
| Mythology A (9-12) 23.0210001 | Mythology B (9-12) 23.0210002 |

| **Social Studies** | |
| --- | --- |
| Early US Military History (10-12) 45.0891012 | Modern US Military History (10-12) 45.0890012 |
| World Geography A (9-12) 45.0711001 | World Geography B (9-12) 45.0711002 |
| Psychology (11-12) 45.0150011 | Sociology (11-12) 45.0150012 |
| US History in Film (11-12) 45.08120011 | US History in Film (11-12) 45.08120012 |

| **Physical Education** | | |
| --- | --- | --- |
| Body Sculpting (9-12) 36.0560011/2 | Team Sports (10-12) 36.0310011/2 | Adv Weight Training (9-12) 36.0640011/2 |

| **Fine Arts** | | | | |
| --- | --- | --- | --- | --- |
| **BAND** | **CHORUS** | **DRAMA** | **ART** | **ORCHESTRA** |
| Intermediate Band BandA/BandB | Beginning Treble Chorus 53.024100001/2 | Drama 52.0210001/2 | Visual Arts Comp  I - 50.0211001/2 II - 50.0212001/2 III - 50.0213001/2 IV - 50.0214001/2 | Advanced Orchestra OrchA/OrchB |
| Advanced Band BandA/BandB | Inter Tenor/Bass Chorus 24.0281001/2 | Advanced Drama 52.0510001/2 |
| Advanced Instr Ensemble BandA/BandB | Advanced Treble Chorus ChorusA/ChorusB | Advanced Drama II DramaA/DramaB |
| Beginning Guitar 53.0841011/2 | Advanced Mixed ChorusA/ChorusB | Advanced Drama III DramaA/DramaB | Ceramics  I 50.04110001/2 II 50.04120001/2 III 50.04130001/2 IV - 50.04140011/2 |
| Mastery Band BandA/BandB | Mastery Treble Chorus ChorusA/ChorusB | Advanced Drama IV DramaA/DramaB |
| Music Appreciation 53.0140011/2 | | Technical Theater I -52.0410001/2 II - 52.0420001/2 III- 52.0430001/2 |

## Freshmen Elective Options

| **1st Semester Class** | **2nd Semester Class** |
| --- | --- |
| Personal Fitness (Required Elective) - 36.0510012 | Health (Required Elective) - 17.0110012 |
| Fundamentals of Aerospace A - 46.4600001 | Fundamentals of Aerospace B - 46.4600002 |
| Foundations of Engineering IA - 21.4250001 | Foundations of Engineering IB - 21.4250002 |
| Intro Business & Technology A - 07.4413001 | Intro Business & Technology B - 07.4413002 |
| Intro to Digital Technology A - 11.4150001 | Intro to Digital Technology B- 11.4150002 |
| Early Childhood Education A - 20.5280001 | Early Childhood Education B - 20.5280002 |
| Intro Healthcare Science IA - 25.5210001 | Intro Healthcare Science IB - 25.5210002 |
| Marketing Principles A - 08.4740001 | Marketing Principles B - 08.4740001 |
| Nutrition & Wellness A - 20.4161001 | Nutrition and Wellness B - 20.4161002 |
| Oral/Written Communication (Speech) - 23.0420011 | Debate I - 23.0460012 |
| World Geography A - 45.0711001 | World Geography B - 45.0711002 |
| Mythology A - 23.0210001 | Mythology B - 23.0210002 |
| Body Sculpting - 36.0560011 | Body Sculpting - 36.0560012 |
| Adv Weight Training - 36.0640011 | Adv Weight Training - 36.06640012 |
| Drama IA - 52.0210001 | Drama IB - 52.0210002 |
| Visual Arts/Comp IA - 50.0211001 | Visual Arts/Comp IB - 50.0211002 |
| Ceramics IA - 50.0411 001 | Ceramics IA - 50.0411 001 |
| Music Appreciation - 53.0140011 | Music Appreciation - 53.0140012 |
| Writers Workshop A - 23.0310001 | Writers Workshop B - 23.0310002 |
| Beginning Guitar - 53.08410011 | Beginning Guitar - 53.08410012 |
| Spanish IA - 60.0710001 | Spanish IB - 60.0710002 |
| Spanish IIA - 60.0720001 \*\*Must have HS credit for Spanish I | Spanish IIB - 60.0720002 \*\*Must have HS credit for Spanish I |
| French IA - 60.0110001 | French IB - 60.0110002 |
| German IA - 61.0110001 | German IB - 61.0110002 |
| German IIA - 61.0120001 \*\*Must have HS credit for German I | German IIB - 61.0120002 \*\*Must have HS credit for German I |
| Chorus - CHORUSA (tryouts to be placed) | Chorus - CHORUSB (tryouts to be placed) |
| Band -BANDA (tryouts to be placed) | Band - BANDB (tryouts to be placed) |
| Orchestra - ORCHA(tryouts to be placed) | Orchestra - ORCHB (tryouts to be placed) |
| AP Human Geography A - 45.0770001,  45.2770001 \*Must have eligibility on Next Year Considerations Tab | AP Human Geography B - 45.0770002, 45.2770002 \*Must have eligibility on Next Year Considerations Tab |
| AP Environmental Science A - 26.0620001, 26.2620001 \*Must have eligibility on Next Year Considerations Tab | AP Environmental Science B - 26.0620002, 26.2620002 \*Must have eligibility on Next Year Considerations Tab |

## Sophomore Elective Options

| **1st Semester Class** | **2nd Semester Class** |
| --- | --- |
| Fundamentals of Aerospace A - 46.4600001 | Fundamentals of Aerospace B - 46.4600002 |
| Flight Operations I - 47.4880001  \*Must Have Fundamentals of Aerospace | Flight Operations I - 47.4880002  \*Must Have Fundamentals of Aerospace |
| Foundations of Engineering IA - 21.4250001 | Foundations of Engineering IB - 21.4250002 |
| Engineering Concepts - 21.4710001  \*Must Have Foundations of Engineering | Engineering Concepts - 21.4710002  \*Must Have Foundations of Engineering |
| Intro Business & Technology A - 07.4413001 | Intro Business & Technology B - 07.4413002 |
| Legal Environment of Business - 06.4150001  \*Must Have Intro to Bus & Tech | Legal Environment of Business - 06.4150002  \*Must Have Intro to Bus & Tech |
| Intro to Digital Technology A - 11.4150001 | Intro to Digital Technology B- 11.4150002 |
| Early Childhood Education A - 20.5280001 | Early Childhood Education B - 20.5280002 |
| Early Childhood II - 20.4240001 \*Must Have Early Childhood I | Early Childhood II - 20.4240002  \*Must Have Early Childhood I |
| Intro Healthcare Science IA - 25.5210001 | Intro Healthcare Science IB - 25.5210002 |
| Essentials of Healthcare - 25.4400001  \*Must Have Intro Healthcare I | Essentials of Healthcare - 25.4400002  \*Must Have Intro Healthcare I |
| Marketing Principles A - 08.4740001 | Marketing Principles B - 08.4740001 |
| Promotional Digital Marketing - 08.4510001  \*Must Have Marketing Principles | Promotional Digital Marketing - 08.45100012  \*Must Have Marketing Principles |
| Nutrition & Wellness A - 20.4161001 | Nutrition and Wellness B - 20.4161002 |
| Food For Life - 20.4140001  \*Must Have Nutrition & Wellness | Food For Life - 20.4140002  \*Must Have Nutrition & Wellness |
| Oral/Written Communication (Speech) - 23.0420011 | Debate I - 23.0460012 |
| Literary History Old Testament - 23.0240012 | Literary History New Testament - 23.0250012 |
| Mythology A - 23.0210001 | Mythology B - 23.0210002 |
| Writers Workshop A - 23.0310001 | Writers Workshop B - 23.0310002 |
| Literary Types/Comp A - 23.0640001  \*Must Have Writers Workshop | Literary Types/Comp B - 23.0640002  \*Must Have Writers Workshop |
| Yearbook [Application] - YrBk \*Application will be available at Vision Night (all levels) | |
| Journalism News - 23.0320001 | Journalism News - 23.0320002 |
| Journalism IIA (Newspaper) - 23.0330001 | Journalism IIB (Newspaper) - 23.0330002 |
| World Geography A - 45.0711001 | World Geography B - 45.0711002 |
| Adv Weight Training - 36.0640011 | Adv Weight Training - 36.06640012 |
| Int Team Sports -36.0310011 | Int Team Sports -36.0310012 |
| Body Sculpting - 36.0560011 | Body Sculpting - 36.0560012 |
| Drama IA - 52.0210001 | Drama IB - 52.0210002 |
| Adv Drama IA - 50.0510001  \*Must have Drama I | Adv Drama IB - 50.0510002  \*Must have Drama I |
| Technical Theater IA - 50.0410001  \*Must have Drama, Art, or Engineering | Technical Theater IB - 50.0410002  \*Must have Drama, Art, or Engineering |
| Visual Arts/Comprehensive IA - 50.0211001 | Visual Arts/Comprehensive IB - 50.0211002 |
| Visual Arts/Comprehensive IIA - 50.0212001 | Visual Arts/Comprehensive IIB - 50.0212002 |
| Ceramics IA - 50.04110001 | Ceramics IB - 50.04110002 |
| Ceramics IIA - 50.04120001 | Ceramics IIB - 50.04120002 |
| Music Appreciation - 53.0140011 | Music Appreciation - 53.0140012 |
| Beginning Guitar - 53.08410011 | Beginning Guitar - 53.08410012 |
| Spanish IA - 60.0710001 | Spanish IB - 60.0710002 |
| Spanish IIA - 60.0720001 | Spanish IIB - 60.0720002 |
| Spanish IIIA - 60.0730001 | Spanish IIIB - 60.0730002 |
| French IA - 60.0110001 | French IB - 60.0110002 |
| French IIA - 60.0120001 | French IIB - 60.0120002 |
| French IIIA - 60.0130001 | French IIIB - 60.0130002 |
| German IA - 61.0110001 | German IB - 61.0110002 |
| German IIA - 61.0120001 | German IIB - 61.0120002 |
| German IIIA - 61.0130001 | German IIIB - 61.0130002 |
| Chorus - CHORUSA (tryouts to be placed) | Chorus - CHORUSB (tryouts to be placed) |
| Band -BANDA (tryouts to be placed) | Band - BANDB (tryouts to be placed) |
| Adv Drama II-IV - DramaA (tryouts to be placed) | Adv Drama II-IV - DramaB (tryouts to be placed) |
| Orchestra - ORCHA(tryouts to be placed) | Orchestra - ORCHB (tryouts to be placed) |

## Junior & Senior Elective Options

| 1st Semester Class | 2nd Semester Class |
| --- | --- |
| Fundamentals of Aerospace A - 46.4600001 \*11th grade only | Fundamentals of Aerospace B - 46.4600002 \*11th grade only |
| Flight Operations I - 47.4880001 \*Must Have Fundamentals of Aerospace | Flight Operations I - 47.4880002 \*Must Have Fundamentals of Aerospace |
| Flight Operations IIA - 47.4890001 \*Must Have Fundamentals of Aerospace & Flight Operations I | Flight Operations IIB - 47.4890002 \*Must Have Fundamentals of Aerospace & Flight Operations I |
| Foundations of Engineering IA - 21.4250001 \*11th grade only | Foundations of Engineering IB - 21.4250002 \*11th grade only |
| Engineering Concepts - 21.4710001 \*Must Have Foundations of Engineering | Engineering Concepts - 21.4710002 \*Must Have Foundations of Engineering |
| Engineering Applications - 21.4720001 \*Must Have Foundations of Engineering & Engineering Concepts | Engineering Applications - 21.4720002 \*Must Have Foundations of Engineering & Engineering Concepts |
| Intro Business & Technology A - 07.4413001 \*11th grade only | Intro Business & Technology B - 07.4413002 \*11th grade only |
| Legal Environment of Business - 06.4150001 \*Must Have Intro to Bus & Tech | Legal Environment of Business - 06.4150002 \*Must Have Intro to Bus & Tech |
| Entrepreneurship A - 06.4161001 \*Must Have Intro to Bus & Tech & Legal Environment of Business | Entrepreneurship A - 06.4161002 \*Must Have Intro to Bus & Tech & Legal Environment of Business |
| Early Childhood Education A - 20.5280001 \*11th grade only | Early Childhood Education B - 20.5280002 \*11th grade only |
| Early Childhood II - 20.4240001 \*Must Have Early Childhood I | Early Childhood II - 20.4240002 \*Must Have Early Childhood I |
| Early Childhood Practicum - 20.4260001 \*Must Have Early Childhood Education & II | Early Childhood Practicum - 20.4260002 \*Must Have Early Childhood Education & II |
| Intro Healthcare Science IA - 25.5210001 \*11th grade only | Intro Healthcare Science IB - 25.5210002 \*11th grade only |
| Essentials of Healthcare - 25.4400001 \*Must Have Intro Healthcare I | Essentials of Healthcare - 25.4400002 \*Must Have Intro Healthcare I |
| Allied Healthcare OR Other COI classes \*Application through COI | |
| Marketing Principles A - 08.4740001 \*11th grade only | Marketing Principles B - 08.4740001 \*11th grade only |
| Promotional Digital Marketing - 08.4510001 \*Must Have Marketing Principles | Promotional Digital Marketing - 08.45100012 \*Must Have Marketing Principles |
| Integrated Marketing Communications - 08.4520001 \*Must Have Marketing Principles AND Promotional Digital Marketing | Integrated Marketing Communications - 08.4520002 \*Must Have Marketing Principles AND Promotional Digital Marketing |
| Nutrition & Wellness A - 20.4161001 \*11th grade only | Nutrition and Wellness B - 20.4161002 \*11th grade only |
| Food For Life - 20.4140001 \*Must Have Nutrition & Wellness | Food For Life - 20.4140002 \*Must Have Nutrition & Wellness |
| Food Science A - 20.4181001 \*Must Have Nutrition & Wellness AND Food For Life | Food Science B - 20.4181002 \*Must Have Nutrition & Wellness AND Food For Life |
| Oral/Written Communication (Speech) - 23.0420011 | Debate I - 23.0460012 |
| Writers Workshop A - 23.0310001 | Writers Workshop B - 23.0310002 |
| Literary Types/Comp A - 23.0640001 \*Must Have Writers Workshop | Literary Types/Comp B - 23.0640002 \*Must Have Writers Workshop |
| Advanced Composition A - 23.0340001 \*Must Have Writers Workshop & Lit Types/Comp | Advanced Composition B - 23.0340002 \*Must Have Writers Workshop & Lit Types/Comp |
| Contemporary Lit/Comp A - 23.0660001 \*Must Have Writers Workshop, Lit Types/Comp, & Adv Comp | Contemporary Lit/Comp B - 23.0660002 \*Must Have Writers Workshop, Lit Types/Comp, & Adv Comp |
| Yearbook [Application] - YrBk \*Application will be available at Vision Night (all levels) | |
| Journalism News - 23.0320001 | Journalism News - 23.0320002 |
| Journalism IIA (Newspaper) - 23.0330001 | Journalism IIB (Newspaper) - 23.0330002 |
| Journalism IIIA (Newspaper) - 23.0350001 | Journalism IIIB (Newspaper) - 23.0350002 |
| Journalism IVA (Newspaper) - 23.0360001 | Journalism IVB (Newspaper) - 23.0360002 |
| Literary History Old Testament - 23.0240012 | Literary History New Testament - 23.0250012 |
| Mythology A - 23.0210001 | Mythology B - 23.0210002 |
| Adv Weight Training - 36.0640011 | Adv Weight Training - 36.06640012 |
| Int Team Sports -36.0310011 | Int Team Sports -36.0310012 |
| Body Sculpting - 36.0560011 | Body Sculpting - 36.0560012 |
| World Geography A - 45.0711001 | World Geography B - 45.0711002 |
| Psychology - 45.0150011 | Sociology - 45.0310012 |
| US History in Film - 45.0812011 | US History in Film - 45.0812012 |
| Drama IA - 52.0210001 | Drama IB - 52.0210002 |
| Adv Drama IA - 50.0510001 \*Must have Drama I | Adv Drama IB - 50.0510002 \*Must have Drama I |
| Technical Theater IA - 50.0410001 \*Must have Drama, Art, or Engineering | Technical Theater IB - 50.0410002 \*Must have Drama, Art, or Engineering |
| Technical Theater IIA - 50.0420001 \*Must have Drama, Art, or Engineering | Technical Theater IIB - 50.0420002 \*Must have Drama, Art, or Engineering |
| Technical Theater IIIA - 50.0430001 \*Must have Drama, Art, or Engineering | Technical Theater IIIB - 50.0430002 \*Must have Drama, Art, or Engineering |
| Visual Arts/Comprehensive IA - 50.0211001 | Visual Arts/Comprehensive IB - 50.0211002 |
| Visual Arts/Comprehensive IIA - 50.0212001 | Visual Arts/Comprehensive IIB - 50.0212002 |
| Visual Arts/Comprehensive IIIA - 50.0213001 | Visual Arts/Comprehensive IIIB - 50.0213002 |
| Visual Arts/Comprehensive IVA - 50.0214001 | Visual Arts/Comprehensive IVB - 50.0214002 |
| Ceramics IA - 50.04110001 | Ceramics IIB - 50.04110002 |
| Ceramics IIA - 50.04120001 | Ceramics IIB - 50.04120002 |
| Ceramics IIIA - 50.04130001 | Ceramics IIIB - 50.04130002 |
| Ceramics IVA - 50.04140001 | Ceramics IIIB - 50.04140002 |
| Chorus - CHORUSA (tryouts to be placed) | Chorus - CHORUSB (tryouts to be placed) |
| Band -BANDA (tryouts to be placed) | Band - BANDB (tryouts to be placed) |
| Orchestra - ORCHA(tryouts to be placed) | Orchestra - ORCHB (tryouts to be placed) |
| Adv Drama II-IV - DramaA (tryouts to be placed) | Adv Drama II-IV - DramaB (tryouts to be placed) |
| Spanish IA - 60.0710001 | Spanish IB - 60.0710002 |
| Spanish IIA - 60.0720001 | Spanish IIB - 60.0720002 |
| Spanish IIIA - 60.0730001 | Spanish IIIB - 60.0730002 |
| Spanish IVA - 60.0740001 | Spanish IVB - 60.0740002 |
| AP Spanish A - 60.0770001, 60.2770001 | AP Spanish B - 60.0770002, 60.2770002 |
| French IA - 60.0110001 | French IB - 60.0110002 |
| French IIA - 60.0120001 | French IIB - 60.0120002 |
| French IIIA - 60.0130001 | French IIIB - 60.0130002 |
| French IVA - 60.0140001 | French IVB - 60.0140002 |
| AP French A - 60.0170001, 60.2170001 | AP French B - 60.0170002, 60.2170002 |
| German IA - 61.0110001 | German IB - 61.0110002 |
| German IIA - 61.0120001 | German IIB - 61.0120002 |
| German IIIA - 61.0130001 | German IIIB - 61.0130002 |
| German IVA - 61.0140001 | German IVB - 61.0140002 |

## Career & Technical Education

## Aviation Pathway

### Fundamentals of Aerospace (47.460)

This course is designed as the foundational course for both the Aviation Maintenance and the

Flight Operations pathways. Students will gain a fundamental knowledge base in aviation history

and regulations, the basic principles of flight, aerospace careers, and factors influencing work

systems, aerospace technologies, and basic aviation meteorology. These concepts can later be

applied to various aerospace occupations. Classroom and lab activities will assure students a

thorough understanding of the aerospace environment. The prerequisite for this course is

advisor approval.

### Flight Operations I (47.4880)

**PREREQUISITE: Fundamentals of Aerospace** Navigation and Communication are essential to the safe operation of aircraft within the airspace system. This course provides a foundation that enables the student to apply the basics of aircraft navigation and utilize efficient communication methods for safe aircraft operations.

### Flight Operations II (47.4890)

**PREREQUISITE: Fundamentals of Aerospace, Flight Operations I** Atmospheric dynamics and concepts are addressed to build a meteorological foundation that will enable students to understand environmental variables that create and change the earth’s weather. Meteorological techniques will be used in analyzing, charting, and forecasting weather patterns, and students will apply learned skills to the aeronautical needs and procedures of the air transportation industry.

## Computer Science Pathway

### Introduction to Digital Technology (11.4150)

Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems 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 hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. 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. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital 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. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to the digital world.

### Advanced Placement Computer Science Principles (11.0190/11.2190)

**PREREQUISITE: FIntroduction to Digital Technology** AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

### Advanced Placement Computer Science (11.0160/11.2160)

**PREREQUISITE: Introduction to Digital Technology, AP Computer Science Principles** AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

## Early Childhood Pathway

### Early Childhood Education I (20.52810)

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 prerequisite for this course is advisor approval.

### Early Childhood Education II (20.424.0)

**PREREQUISITE: Early Childhood Education I.** 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. Mastery of standards through project based learning, laboratory application, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice when continuing their education and training.

### Early Childhood Education III (20.4250)

**PREREQUISITE: Early Childhood Education I, Early Childhood Education II** 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. Mastery of standards through project based learning, laboratory application, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice when continuing their education and training.

### Early Childhood Practicum (20.4260)

**PREREQUISITE: Early Childhood Education I, Early Childhood Education II, Early Childhood Education III** The practicum offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). This field experience may be used as partial requirements for the candidate to earn the nationally recognized CDA credential. The practicum stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) or Family, Career & Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

## Engineering Pathway

### Foundations of Engineering (21.4250)

This class covers many topics related to the broad field of technology. Classroom instruction, computer lab and hands-on projects are all designed to develop basic technical and problem solving skills needed for today’s fast paced technical world. Sample areas covered include: Simple Machines, Energy Sources, Communication Technology, HTML Web Page Coding, Drafting, ACAD, Electrical Circuits, Construction of Bridges and Homes, Manufacturing and Transportation.

### Engineering Concepts (21.4710)

**PREREQUISITE: Foundations of Engineering and Technology** Engineering Concepts is second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities.

### Engineering Applications (21.4720)

**PREREQUISITE: Engineering Concepts** This course counts as the 4th year science credit or as an elective. Engineering Applications is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop working drawings and prototypes. Students will also work with game development and understanding the elements of game design and what makes a good game, including challenge reward, plot, story and motivation.

## Entrepreneurship Pathway

### Intro to Business & Technology (07.4413)

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 prerequisite for this course is advisor approval.

### Legal Environment of Business (06.4150)

**PREREQUISITE: Intro to Business & Technology** Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices. 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 expanded in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout this course to demonstrate 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 and content standards of this course. Legal Environment of Business is the second course in the Entrepreneurship and Human Resources Management pathway in the Business Management & Administration Cluster.

### Entrepreneurship (06.4161)

**PREREQUISITE: Intro to Business & Technology, Legal Environment Business** How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course. Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. 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 the employability skills standard for this course. Entrepreneurship is the third course in the pathway in the Business Management & Administration Cluster. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

## Healthcare Pathway

### Introduction to Healthcare (25.5210)

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers. The topics discussed in this class include: the concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider.

### Essentials of Healthcare (25.440)

**PREREQUISITE: Introduction of Healthcare** Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. Course meets 4th science requirement

### Allied Health & Medicine (25.4370)

**PREREQUISITE: Introduction of Healthcare & Essentials of Healthcare** *Application Required.*Allied Health is a third year Health Science pathway class only taught at the Center of Innovation. This course is designed to offer students the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. The CCMA certification allows students to assist the physician during exams with interviewing and educating patients, measuring and recording vital signs, administering injections. Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients and may provide care, treatment, counseling and health education information. Students in this pathway will have the opportunity to participate in various hands-on clinical rotations. National labor market information indicates that eight out of the top twenty fastest-growing occupations are in the Health Science industry.  
**CTAE Pathway Concentration Courses**

* Introduction to Healthcare Science
* Essentials of Healthcare
* Allied Health and Medicine

**Certifications**

* CPR - The CPR certification is required for entrance into many health science programs (ex: nursing, athletic training, pre-physical therapy, etc.).
* OSHA - The OSHA certification lets potential employers know applicants have basic safety knowledge.
* Certified Clinical Medical Assistant (CCMA) - The CCMA certification provides students a competitive edge when applying for positions in a doctor’s office or hospital.

**Course Requirements**

* Students must provide their own transportation.
* This course requires two periods.

### Emergency Medical Responder

Students are prepared to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility.

**IMPORTANT INFORMATION**

• Third year courses are dual enrolled. See additional DE

information at fcboe.org/domain/71.

• Bus transportation to the COI is available.

• Students MUST provide their own transportation to and from clinicals (weekends) .

**PATHWAY COURSES**

1. Introduction to Healthcare Science

2. Essentials of Healthcare

3. Emergency Medical Responder

• Dual Enrollment Courses with SCTC (Center of Innovation)

• ALHS 1011 Anatomy and Physiology

• ALHS 1090 Medical Terminology ( may be offered via

Essentials of Healthcare at the high school )

• EMSP 1010 EMR

**EXAMPLES OF POST-SECONDARY STUDIES MAY INCLUDE**

• Fire Science

• Firefighter EMT

**CAREER AND TECHNICAL STUDENT ORGANIZATIONS**

• HOSA

### Emergency Medical Technician

Prepares students to provide basic emergency medical care and transportation for critical and emergent patients who access the emergency medical system. EMTs function as part of a comprehensive EMS response under medical oversight and perform interventions with the basic equipment typically found on an ambulance.

**IMPORTANT INFORMATION**

• Must be a high school senior and reach the 18 th birthday

before program completion.

• Third year courses are dual enrolled, therefore, student and

parent must attend one of the district mandatory dual

enrollment meetings - see counselor for dates and page 18-19

for additional DE information.

• Due to the rigor of this pathway, preference will be given to

students who have completed the Emergency Medical

Responder coursework.

• Bus transportation to the COI is detailed on page 18.

• Students MUST provide their own transportation to and

from clinicals (weekends).

**PATHWAY COURSES**

1. Introduction to Healthcare Science

2. Essentials of Healthcare

3. Emergency Medical Technician

• Dual Enrollment Courses with SCTC (Center of Innovation)

• Fall Term

• EMSP 1110 Introduction to EMT Profession

(Advanced Credit for EMR completers)

• EMSP 1120 EMT Assessment/Airway Management

and Pharmacology

• EMSP 1150 Shock and Trauma for the EMT

• Spring Term

• EMSP 1130 Medical Emergencies for the EMT

• EMSP 1140 Special Patient Populations

• EMSP 1160 Clinical and Practical Applications for the EMT  
**EXAMPLES OF POST-SECONDARY STUDIES MAY INCLUDE**

• Fire Science

• Firefighter EMT

**CAREER AND TECHNICAL STUDENT ORGANIZATIONS**

• HOSA

### Patient Care Fundamentals

The Patient Care pathway is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today’s healthcare provider. Fundamental healthcares skills development is initiated including medical terminology, microbiology, and basic life support.

**IMPORTANT INFORMATION**

• Third year courses are dual enrolled. See additional DE

information at fcboe.org/domain/71.

• Bus transportation to the COI is available.

• Students MUST provide their own transportation to and

from clinicals (weekends) .

**PATHWAY COURSES**

1. Introduction to Healthcare Science

2. Essentials of Healthcare

3. Patient Care Fundamentals

• Dual Enrollment Courses with SCTC (Center of Innovation)

• ALHS 1040 Introduction to Health Care

• ALHS 1090 Medical Terminology ( may be offered via

Essentials of Healthcare at the high school )

• ALHS 1060 Diet and Nutrition for AHS

• NAST 1100 Nurse Aide Fundamentals

**EXAMPLES OF POST-SECONDARY STUDIES MAY INCLUDE**

• Dental Hygiene

• Dentist, Doctor, Surgeon

• Nurse Practitioner

• Orthopedic Technology

• Physical Therapist

• Radiologic Technology

• Registered Nurse

**CAREER AND TECHNICAL STUDENT ORGANIZATIONS**

• HOSA

### Phlebotomy

A phlebotomist draws blood for testing, verifies the patient’s identity, and enters patient information into a database. Persons going into phlebotomy must be comfortable with blood, needles, and test tubes. Work location typically is a hospital, lab, or blood bank setting.

**IMPORTANT INFORMATION**

• Third year courses are dual enrolled. See additional DE

information at fcboe.org/domain/71.

• Bus transportation to the COI is detailed on page 21.

• Students MUST provide their own transportation to and

from clinicals (weekends).

**PATHWAY COURSES**

1. Introduction to Healthcare Science

2. Essentials of Healthcare

3. Diagnostics Phlebotomy

• Dual Enrollment Courses with SCTC (Center of Innovation)

• ALHS 1040 Introduction to Health Care

• ALHS 1090 Medical Terminology ( may be offered via

Essentials of Healthcare at the high school )

• ALHS 1011 Anatomy and Physiology

• PHLT 1030 Intro to Venipuncture

• PHLT 1050 Clinical Practice

**EXAMPLES OF POST-SECONDARY STUDIES MAY INCLUDE**

• Certified in American Society for Pathology (ASCP)

• National Phlebotomy Association (NPA) Certification

• Phlebotomy Certification

• Technician Certification

**CAREER AND TECHNICAL STUDENT ORGANIZATIONS**

• HOSA

## Marketing Pathway

### Marketing Principles (08.4740)

Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. 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 Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course. Prerequisite for this course is advisor approval.

### Promotion & Digital Marketing (08.4510)

**PREREQUISITE: Marketing Principles** Promotion and Digital Marketing is the second course in the Marketing Communications and Promotions pathway. This course focuses on the performance of key responsibilities for promotion with a focus on digital marketing concepts. Students develop skills in digital marketing, analytics, branding, advertising, public relations, and special promotions. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and perhaps in a formal WBL Program; (2) DECA Career and Technical Student Organization competitive events that are directly aligned with course standards and (3) a School-Based Enterprise.

### Integrated Marketing Communications (08.4520)

**PREREQUISITE: Marketing Principles, Promotion & Digital Marketing** Integrated Marketing Communications is the third course in the Marketing Communications and

Promotion Career Pathway. This course focuses on the communication aspects of the business

in relation to customer/consumer relationships. Students develop knowledge and skills in

advertising, selling, direct marketing, public relations, sales promotions, and digital marketing

communications. Students learn how communications affects budget considerations, marketing

information decision-making and all future business opportunities. To increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and perhaps in a formal WBL Program; (2) DECA competitive events that are directly aligned with course standards and (3) a School-Based Enterprise.

## Nutrition & Food Science Pathway

### Nutrition & Wellness (20.4161)

Food, Nutrition and Wellness is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored. This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety.

### Food for Life (20.4140)

**PREREQUISITE: Nutrition & Wellness** Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level. Meets requirements for 4th science credit

### Food Science (20.4181)

**PREREQUISITE: Nutrition & Wellness, Food for Life** This course integrates many branches of science and relies on application of the rapid advances in technology to expand and improve our food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, and nutritive value of foods. Students will be exposed to the wonders of real life science involved in common everyday food preparation. Meets requirements for 4th science credit

# English

## Core Classes

### Literature and Composition I (23.061600)

This course focuses on a study of literary genres; the students develop an 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.

### Literature and Composition I Gifted (23.26160)

This course focuses on a study of literary genres; the students develop an 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.

### Literature and Composition II (23.06170)

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.

### Literature and Composition II Gifted (23.26170)

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.

### American Literature/Composition (23.05100)

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. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS.

### Advanced Placement Language/Composition (Am Lit) (23.05300 OR 23.25300)

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 affects 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.)

### British Literature/Composition (23.05200)

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. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS.

### Advanced Placement Literature/Composition (23.06500 OR 23.26500)

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 the College Board.

## Electives

### Mythology (23.02100)

This course introduces the importance of myths and tales of classical mythology, focusing on a comparative study of plot, characters, themes, and figurative devices. The course emphasizes the following: critical and analytical skills, vocabulary development, a study of the influences of Greek, Roman, and Norse word origins on the English language, and composition. The study of the relationship between people and their societies is a major emphasis, along with the impact of mythology on the literary world. Writing exploration through media literacy and viewing will be a focus in this course.

### Literature & History Old Testament (23.0240012)

This course focuses on the Old Testament as a literary and historical document which has greatly influenced the modern world. The course will familiarize students with contents of the Old Testament, the history recorded by the Old Testament, the literary style and structure of the Old Testament, the customs and cultures of the peoples and societies recorded in the Old Testament, and the influence of the Old Testament upon law, history, government, literature, art, music, customs, morals, values, and cultures. Topics may include historical background and events of the period; the history of the Kingdom of Israel; the poetry of the Old Testament; the influence of Old Testament history and literature on subsequent art, music, literature, law, and events, including recent and current events in the Middle East. *Paired with Literature and History New Testament*

### Literature & History New Testament (23.02500012)

This course focuses on the New Testament as a literary and historical document which has greatly influenced the modern world. The course will familiarize students with the contents of the New Testament, the history recorded by the New Testament, the literary style and structure of the New Testament, the customs and cultures of the peoples and societies recorded in the New Testament and the influence of the New Testament upon law, history, government, literature, art, music, customs, morals, values, and culture. The topics may include the historical background and events of the period; the life of Jesus of Nazareth; the parables of Jesus; the life and travels of Paul; and the influence of New Testament history and literature on subsequent art, music, literature, law, and events.*Paired with Literature and History Old Testament*

### Journalism - News (23.0320001/2)

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 copywriting, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing.

### Journalism - YrBk (23.0320011/12)

***Application Required*** 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 copywriting, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing.

### Journalism IIA/B (23.0330001/2)

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. *Course number for Newspaper.*

### Journalism II (23.0330011/12)

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. *Course number for Yearbook.*

### Journalism IIIA/B (23.0350001/2)

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. *Course number for Newspaper.*

### Journalism III Yearbook (23.0350081/82)

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. *Course number for Yearbook.*

### Journalism IV A/B (23.0360001/2)

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. *Course number for Newspaper.*

### Journalism IV Yearbook (23.0360081/82)

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.*Course number for Yearbook.*

### Oral/Written Communication (Speech) (23.04200)

This course focuses on developing public speaking skills. The students will identify effective methods to arrange ideas and information in written form and then convert the written form into an effective oral delivery. The course focuses on critically thinking, organizing ideas, researching counter viewpoints, and communicating appropriately for different audiences and purposes. The students analyze professional speeches to enhance their knowledge of solid speech writing. *Pairs with Debate.*

### Debate (23.04600)

This course is a detailed study of forensic speaking including extemporaneous speaking, oration, and interpretation of literature, and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research and delivery skills. Critical thinking is a major component of this course. *Pairs with Oral/Written Communication.*

### Writer’s Workshop (23.03100)

This course offers opportunities for students to explore different writing genres: narrative, descriptive, persuasive, and expository modes of discourse. The students will study different writers and their writing styles. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: fluency, style, diction, mechanics, grammar, imaginative expressions, and details. The course allows students to utilize the writing process to write independently to improve their writing. *First course in Writing Pathway.*

### Advanced Composition (23.03400)

This course focuses on the writing process (planning, drafting, and revising). The students will focus on different writing genres and organizational structures: expository, persuasive, narrative, descriptive, comparison-contrast, exemplification, process analysis, classification, cause and effect, and definition. Advanced grammar skills will be a major component of this class. An emphasis on research is also required. *Third course in Writing Pathway.*

### Literary Types/Composition (23.06400)

This course focuses on the major forms of fiction and nonfiction: short story, folktale, poetry, drama, essay, biography, autobiography, memoir, and editorial. A thorough study of the elements of each literary genre is critical (e.g. plot, characterization, purpose, structure, evidence, etc.). Writing is a critical component of this course, emphasizing the following writing genres: narrative, persuasive, expository (informational), and technical. Organizational structures (e.g. cause and effect, definition, and comparison and contrast) are emphasized. Since conventions are essential for reading, writing, and speaking, instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking. The students observe and listen critically and respond appropriately to written and oral communication in a variety of genres and media. *Second course in Writing Pathway.*

### Contemporary Literature/Composition (23.06600)

The course focuses on the short story, nonfiction, drama, poetry, and the novel (novella) since 1960. The students explore writing by international authors, focusing on various cultures, genders, races, and writing styles. Students write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. *Fourth course in Writing Pathway.*

### Advanced Placement Seminar ELA (23.0380/23.2380)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

### Advanced Placement Research ELA (23.0370/23.2370)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

# Fine Arts

## Art

### Visual Arts/Comp I (50.02110)

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.

### Visual Arts/Comp II (50.02120)

**Prerequisite: Visual Comp/Arts I Grades: 10-12 (25-26 SY Only Draw/Paint I & Design)** Visual Art Comprehensive II - 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

### Visual Arts/Comp III (50.02130)

**Prerequisite: Visual Comp/Arts I Grades: 11-12 (25-26 SY Only Draw/Paint I & Design)** Visual Art Comprehensive III - 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 and developing personal artistic voice.

### Visual Arts/Comp IV (50.02140)

**Prerequisite: Visual Comp/Arts I Grades: 12 (25-26 SY Only Draw/Paint I & Design)** Visual Art Comprehensive IV - Enhances level-three skills in art history, art criticism, aesthetic judgment, and studio production. Provides opportunities for in-depth 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 and further development of personal artistic voice.

### Ceramics I (50.0411)

Introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration and glaze applications. Covers styles of ceramic works from Western and non-Western cultures

### Ceramics II (50.0412)

**Prerequisite: Grades: 10-12** Ceramics II - Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.

### Ceramics III (50.0413)

**Prerequisite: Ceramics II Grades: 10-12** Ceramics III - Enhances level-two skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while developing personal artistic voice. Presents ceramic/pottery forms as art and craft in historical context. Explores ideas and questions about purposes and functions of ceramic forms, past and present.

### Ceramics IV (50.0414)

**Prerequisite: Ceramics III Grades: 11-12** Ceramics IV - Enhances level-three skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while continuing to develop personal artistic voice. Emphasizes more complex form and surface treatments using tools, glazes, resists, and multiple clay bodies.

## Band

### Inter Band (53.03710)

*Placed in this course by audition.* 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.

### Inter Band II (53.03720)

*Placed in this course by audition.* 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.

### Inter Band III (53.03730)

*Placed in this course by audition.* Enhances level-two 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.

### Inter Band IV (53.03740)

*Placed in this course by audition.* Enhances level-three 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.

### Adv Band (53.03810)

*Placed in this course by audition.* Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.

### Adv Band II (53.03820)

*Placed in this course by audition.* Enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

### Adv Band III (53.03830)

*Placed in this course by audition.* Enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

### Adv Band IV (53.03840)

*Placed in this course by audition.* Enhances level-three skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

### Mastery Band (53.03910)

*Placed in this course by audition.* Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.

### Mastery Band II (53.03920)

*Placed in this course by audition.* Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.

### Mastery Band III (53.03930)

*Placed in this course by audition.* Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.

### Mastery Band IV (53.03940)

*Placed in this course by audition.* Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.

### Adv Instrumental Ensemble I (53.07610)

*Placed in this course by audition.* Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

### Adv Instrumental Ensemble II (53.07620)

*Placed in this course by audition.* Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

### Adv Instrumental Ensemble III (53.07630)

*Placed in this course by audition.* Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

### Adv Instrumental Ensemble IV (53.07640)

*Placed in this course by audition.* Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

## Chorus

### Beg Treble Chorus (54.02410)

Provides opportunities for young women to develop performance skills and knowledge in all-female chorus singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Inter Tenor/Bass Chorus (54.02830)

Provides opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male 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.

### Adv Treble Chorus (54.02610)

Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Adv Treble Chorus II (54.02620)

Enhances level-one skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.   
  
Adv Treble Chorus III (54.02630)

Enhances level-two skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Adv Treble Chorus IV (54.02640)

Enhances level-three skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Adv Mixed Chorus (54.02310)

Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed 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.

### Adv Mixed Chorus II (54.02320)

Enhances level-one skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Adv Mixed Chorus III (54.02330)

Enhances level-two skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Adv Mixed Chorus IV (54.02340)

Enhances level-three skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Mastery Treble Chorus (54.2650)

Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Mastery Treble Chorus II (54.2660)

Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Mastery Treble Chorus III (54.2670)

Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### Mastery Treble Chorus IV (54.2680)

Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

## Drama

### Drama I (52.0210)

Serves as a prerequisite for other theater/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.

### Technical Theater I (52.0410)

**PREREQUISITE: Drama I, Draw/Paint I (Visual Arts/Comp I), or Foundations of Engineering** Introduces technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.

### Technical Theater II (52.0420)

**PREREQUISITE: Technical Theater I** Enhances level-one skills and introduces aspects of drafting, creation of lighting, sound, properties, costumes and make-up design. Offers opportunities to apply skills in these areas.

### Technical Theater III (52.0430)

**PREREQUISITE: Technical Theater II** Enhances level-two skills in drafting and set design and includes in-depth exploration of light operation, sound operation, stage management, costume construction, set development, make-up and production staff.

### Technical Theater IV (52.0440)

**PREREQUISITE: Technical Theater III** Enhances level-three skills and offers opportunities to solve problems in supervising and managing all aspects of production. Explores technical directing and directing responsibilities. Offers opportunities to apply skills in these areas.

### Adv Drama I (52.0510)

**PREREQUISITE: Drama I** Introduces acting and theater as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication. Enhances vocal techniques and specific patterns for better verbal communication.

### Adv Drama II (52.0520)

*Placed in this course by audition.* Enhances level-one skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies.

### Adv Drama III (52.05230)

*Placed in this course by audition.* Enhances level-two skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies.

### Adv Drama IV (52.05240)

*Placed in this course by audition.* Enhances level-three skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies.

## Miscellaneous

### Music Appreciation (53.0140)

Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music.

### Beginning Guitar (53.0841)

Introduces basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

### Advanced Placement Music Theory (53.023, 53.223)

AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

### Advanced Placement History/Art (50.0921/50.2921)

AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.

## Orchestra

### Adv Orchestra I (53.05810)

*Placed in this course by audition.* Provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

### Adv Orchestra II (53.05820)

*Placed in this course by audition.* Provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

### Adv Orchestra III (53.05830)

*Placed in this course by audition.* Provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

### Adv Orchestra IV (53.05840)

*Placed in this course by audition.* Provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

# Mathematics

### Algebra: Concepts and Connections (27.08110)

The first course in a sequence of three high school courses designed to ensure career and college readiness. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning.

### Acc Alg A: Conc/Conn (27.081108/27.281108)

This course is the first of two courses designed to encompass one-and-a-half course content standards in one academic school year. The content of this course will include Algebra: Concepts and Connections and the first half of Geometry: Concepts and Connections. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. This course also enhances students’ geometric, algebraic, and graphical reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry and algebra. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, and right triangle trigonometry. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.

### Geometry: Concepts and Connections (27.08210)

The second course in a sequence of three high school courses designed to ensure career and college readiness. This course is intended to enhance students’ geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry,

geometric measurement, and conditional probability. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning.

### Gftd/Hnrs Geometry: Concepts and Connections (27.28210/27.082106)

This course is designed as the second course in a three-course series. This course enhances students’ geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.

### Acc Geom B/Adv Alg A: Conc/Con (27.083108/27.283108)

This course is the second of two courses designed to encompass one-and-a-half course content standards in one academic school year. The content of this course will include the second half of Geometry: Concepts and Connections and the entire Advanced Algebra: Concepts and Connections course. This course enhances students’ geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. In this course, students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of circles, geometric measurement, and conditional probability. Students will also continue to enhance their algebraic, graphical and statistical reasoning skills as well as spatial reasoning when analyzing and applying a deep understanding of descriptive and inferential statistics, exponential and logarithmic functions, radical functions, modeling polynomial functions, matrices, trigonometry and the unit circles and rational functions. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning

### Advanced Algebra: Concepts & Connections (27.08310)

The third course in a sequence of courses designed to ensure career and college readiness. It is intended to prepare students for fourth mathematics course options relevant to their postsecondary pursuits. High school course content standards are listed by big idea, including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning,

Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning. In Advanced Algebra: Concepts & Connections, students will continue to enhance their data and statistical reasoning skills as they learn specific ways to collect, critique, analyze, and interpret data. Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will strengthen their geometric and spatial reasoning skills as they learn how to solve trigonometric equations using the unit circle. In previous courses, students studied how to use linear and quadratic functions to model real-life phenomena. In Advanced Algebra: Concepts and Connections, students will further develop their functional and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, and rational expressions, equations and functions to further understand the world around them.

### Gftd/Hnrs Advanced Algebra: Concepts & Connections (27.28310/27.083106)

Advanced Algebra: Concepts & Connections is the third course in a sequence of courses designed to ensure career and college readiness. It is intended to prepare students for fourth mathematics course options relevant to their postsecondary pursuits. High school course content standards are listed by big idea, including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning. In Advanced Algebra: Concepts & Connections, students will continue to enhance their data and statistical reasoning skills as they learn specific ways to collect, critique, analyze, and interpret data. Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will strengthen their geometric and spatial reasoning skills as they learn how to solve trigonometric equations using the unit circle. In previous courses, students studied how to use linear and quadratic functions to model real-life phenomena. In Advanced Algebra: Concepts and Connections, students will further develop their functional and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, and rational expressions, equations and functions to further understand the world around them.

### Precalculus (27.08410)

A fourth-year mathematics course option for students who have completed Advanced Algebra: Concepts and Connections (or the equivalent). The course is intended to provide students with opportunities to develop a deeper understanding of Algebraic concepts that are critical to the study of Calculus. Students will also deepen their understanding of trigonometry and its applications. Throughout the Precalculus course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities. Topics should be analyzed in multiple ways, including verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena.

### Statistical Reasoning (27.08800)

Offers students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical investigative questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question. The Mathematical Modeling and Statistical Reasoning Frameworks will provide the foundation for instruction and assessment. Topics should be introduced and assessed using simulations and appropriate supporting technology.

### College Readiness Mathematics (CRM) (27.08900)

a fourth mathematics course option for students who have completed Advanced Algebra: Concepts and Connections (or the equivalent). The course is designed to serve as a bridge for high school students into postsecondary opportunities. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Advanced Algebra: Concepts and Connections for majors outside of mathematics, science, and engineering. The focus of this course is on key content and practice standards to ensure that students will be ready for postsecondary academic courses and career opportunities. The course will revisit and expand the understanding of content standards introduced in earlier mathematics courses and

will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. Instruction and assessment should include the appropriate use of manipulatives and technology. Mathematics concepts should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic experiences. The Standards for Mathematical Practice will provide the foundation for instruction and assessment. The content standards selected are essential for a variety of postsecondary opportunities. Students will be expected to complete a capstone project where they select one of the areas

listed in the standard to identify a problem and use mathematical modeling to address it.

### AP Statistics (27.0740/27.2740)

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

### AP Precalculus (27.0741/27.2741)

AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Additionally, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. Modeling is also a key feature of the course. Students select, construct, and validate function models using transformations of functions and regressions. Students learn to select mathematical models-based characteristics of a bivariate data set; characteristics of covarying quantities and their relative rates of change; or a set of characteristics such as zeros, asymptotes, and extrema. Students also identify, interpret, and apply information from a function model for a given context or data set, subject to assumptions and limitations related to the context. Through the course, students strengthen their procedural and symbolic fluency skills needed for higher-level mathematics. While studying each function type, students solve equations and construct equivalent analytic representations in both contextual and purely mathematical settings.

### AP Calculus AB (27.0720/27.2720)

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

### AP Calculus BC (27.0730/27.2730)

AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

# Physical Education

### Health (17.0110)

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.

### Int Team Sports (36.0310)

Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.

### Personal Fitness (36.0510)

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.

### Body Sculpting (36.0560)

Provides methods to redefine body shape through specific exercises. Covers 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.

### Adv Weight Training (36.0640)

Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.

# Science

### Biology (26.01200)

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.

### Biology Gifted (26.21200)

PREREQUISITE: PRE-PLACEMENT IN GIFTED PROGRAM This course provides a rigorous in-depth study of biological principles as described under biology. Students will engage in numerous laboratory investigations and complete an individual research project. State end-of-course tests are required.

### Chemistry (40.0510)

This course 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. The curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions, 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.

### Chemistry Gifted/Honors (40.251000, 40.051006)

This course 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. The curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions, 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.

### Physics (40.0810)

The Physics 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 physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry

### Environmental Science (26.06110)

This course 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 will focus on student data collection and analysis. Major concepts include the flow of energy and cycling of matter, interconnection of all life, stability and change in an ecosystem, conservation and resource allocation, and evaluation of human activities and technology. Chemistry, physics, mathematical, and technological concepts will be integrated throughout the course.

### Human Anatomy & Physiology (26.0620)

This course is designed to continue student investigations that began in high school biology. The 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 will be integrated throughout anatomy and not necessarily taught as a standalone unit. Careers related to medicine, research, health-care, modern medical technology and case studies concerning diseases, disorders and ailments (i.e. real-life applications) are emphasized throughout the curriculum.

### Forensic Science (40.0930)

In this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

### Advanced Placement Physics I (40.28310, 40.08310)

This course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be one of the major goals of the course. Students taking this course should cover the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The course includes a hands-on laboratory component with a minimum of 12 student-conducted laboratory investigations. Each student should complete a lab notebook or portfolio of lab reports.

### Advanced Placement Physics II (40.28320, 40.08320)

This course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be one of the major goals of the course. Students taking this course should cover the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The course includes a hands-on laboratory component with a minimum of 12 student-conducted laboratory investigations. Each student should complete a lab notebook or portfolio of lab reports.

### Advanced Placement Physics C Mechanics (40.28410, 40.08410)

This course should provide instruction in each of the following six content areas: kinematics; Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Laboratory experiences should be included as part of the instruction. Students taking this course should be able to: design experiments; observe and measure real phenomena; organize, display, and critically analyze data; analyze sources of error and determine uncertainties in measurement; draw inferences from observations and data; and communicate results, including suggested ways to improve experiments and proposed questions for further study.

### Advanced Placement Environmental Science (26.2620,26.0620)

This course 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 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 Biology (26.2140, 26.0140)

PREREQUISITE: BIOLOGY This course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered in the course are molecules and cells, heredity and evolution, and organisms and populations.

### Advanced Placement Chemistry (40.2530, 40.0530)

PREREQUISITE: CHEMISTRY

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gasses laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time.

# Social Studies

## Core

### World History (45.0830)

This is a full year study that provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

### Advanced Placement World History (45.2811, 45.0811)

The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E to the present. 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.

### United States History (45.0810)

This is a full year course designed to provide students the opportunity to investigate the social, economic, and political events in the United States from European colonization to the present times. Emphasis is placed on demonstrating the ways in which events in the nation’s past have shaped American culture today.

### Advanced Placement United States History (45.2820, 45.0820)

This is a full year, college-level, survey of American history from 1607 to present times. The course includes social and intellectual history, as well as political, economic, and military events. Students who take this course have the opportunity to gain college credit through the AP examinations given in May of each year.

### American Government/Civics (45.0570)

This is a one-semester course designed to provide the student with an understanding of national, state, and local government in the United States. The development of the American political system is also emphasized.

### Advanced Placement Government (45.2520, 45.0520)

This AP course in U. S. Government and Politics gives students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U. S. politics and the analysis of specific examples. Students who take this course have the opportunity to gain college credit through the AP examinations given in May of each year.

### Personal Finance & Economics (45.0610)

This is a one semester course in the foundations of the American economic system. This course offers a survey of basic economic principles and consumer issues.

### Advanced Placement Macroeconomics (45.2620, 45.0620)

The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places emphasis on the study of national income and price determination, and also develops students’ familiarity with economic performance measures, economic growth, and international economics. Students in this course have the opportunity to gain college credit through the AP examinations given in May of each year.

## Electives

### Psychology (45.0150)

This is a one-semester course designed to aid students in developing an understanding of the methods, theories, and research of psychology. Development of human behavior, social behavior, theories of personality, abnormal psychology, and many social problems related to behavior are also studied. Students may not take this course after successfully completing AP Psychology.

### Sociology (45.031)

This is a one-semester course designed to help students develop an understanding of the individual in society. This course examines how individuals relate to each other in various groups, subcultures, elements of cultures, and factors that influence and affect individuals and groups.

### U.S. History in Film (45.08120)

Explores United States History through film. This course includes analysis and interpretation of events through both print and film.

### Early Military History (45.08910)

Investigates United States Military History up to 1918. Includes analysis of major battles, strategies, and weapon development. Integrates and reinforces social studies skills, especially map and globe skills.

### Modern Military History (45.0890)

Investigates United States Military History from 1918 to the present. Includes analysis of major battles, strategies, and weapon development. Integrates and reinforces social studies skills, especially map and globe skills.

### World Geography (45.07110)

Investigates regions of the world and how these regions influence the historical, economical, political and cultural development in an interdependent world. Includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth).

### Advanced Placement Human Geography (45.2770, 45.0770)

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Conforms to the College Board topics for Advanced Placement Human Geography.

### Advanced Placement European History (45.284, 45.0840)

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

### Advanced Placement Psychology (45.2160, 45.0160)

This is a full-year, college-level, course that investigates in depth such core concepts as learning, memory, cognitive psychology, intelligence, motivation, emotion, and social psychology. High interest topics such as therapy, codependence, substance abuse, brain plasticity, and Alzheimer’s disease are also studied. Students in this course have the opportunity to gain college credit through the AP examinations given in May of each year.

### Advanced Placement Comparative Government (45.2530, 45.0530)

This course explores the government and politics in China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Throughout the course, you’ll learn how different governments solve similar problems and will gain a clear understanding of the comparative method by analyzing data and text-based sources, making comparisons and applications, and developing evidence-based arguments.

# World Languages

### French I (60.0110)

This course is an introduction to the language and culture of the Francophone world. Topics include friends, people and places, school and education, sports and leisure activities, food and drink, money and purchases, likes and dislikes, and social situations. Students will be able to communicate in the present and near future tenses.

### French II (60.0120)

This course is a continuation of the language and culture of the Francophone world. Topics include those from French I, as well as entertainment, food and shopping, and transportation. Students will be able to communicate in the present, past, and near future tenses and to give commands.

### French III (60.0130)

This course is a continuation of the language and culture of the Francophone world. Topics include and expand upon those from French I and French II. Students will be able to communicate using a variety of tenses in the indicative mood, the present subjunctive, and the imperative. Communicative skills are emphasized at this level.

### French IV (60.0140)

This course is a continuation of the language and culture of the Francophone world. It strives to integrate the four skills: reading, writing, listening and speaking, with emphasis on proficiency. Students should be able to discuss all topics covered in French I, II, and III, as well as their likes and dislikes regarding literature and fine arts. Students will be able to communicate using a variety of tenses in the indicative, the subjunctive, and the imperative moods. Communicative skills are emphasized at this level.

### Advanced Placement French (60.2170, 60.0170)

This course is a continuation of the language and culture of the Francophone world. It strives to integrate the four skills: reading, writing, listening and speaking, with emphasis on proficiency. Students should be able to discuss all topics covered in French I, II, and III, as well as their likes and dislikes regarding literature and fine arts. Students will be able to communicate using a variety of tenses in the indicative, the subjunctive, and the imperative moods. Communicative skills are emphasized at this level.

### German I (61.0110)

This course is an introduction to the German language and culture. Topics include friends, people and places, school and education, sports and leisure activities, food and drink, money and purchases, likes and dislikes, and social situations. Students will be able to communicate in the present and near future tenses and to give commands.

### German II (61.0120)

This course is a continuation of the study of the German language and culture. Topics include those of German I A, as well as family, vacations, clothing, shopping, making phone calls, time and weather. Students will be able to communicate in the present, past, and near future tenses and to give commands.

### German III (61.0130)

This course is a continuation of the German language and culture. Topics include and expand upon those from German I and German II. Students will be able to communicate using a variety of tenses in the indicative mood, the present subjunctive, and the imperative. Communicative skills are emphasized at this level.

### German IV (61.0140)

This course is a continuation of the German language and culture. Students should be able to discuss all topics covered in German I, II, and III, as well as their likes and dislikes regarding literature and fine arts. They should be able to express themselves using a variety of tenses in the indicative, subjunctive, and imperative moods. Communicative skills are emphasized at this level.

### Spanish I (60.0710)

This course is an introduction to the language and culture of the Hispanic world. Topics include friends, people and places, school, sports and leisure activities, food and drink, money and purchases, likes and dislikes, and social situations. Students will be able to communicate in the present and near future tenses and to give commands.

### Spanish II (60.0720)

This course is a continuation of the language and culture of the Hispanic world. Topics include those from Spanish I, as well as family, vacations, clothing, shopping, making phone calls, time and weather. Students will be able to communicate in the present, past, and near future tenses and to give commands.

### Spanish III (60.0730)

This course is a continuation of the language and culture of the Hispanic world. Topics include those from Spanish I and II, as well as art, history, and issues, which face our society today, such as telecommunications, and how the present is affected by the past. Students will be able to communicate a variety of tenses in the indicative, subjunctive and imperative moods. Communicative skills are emphasized at this level.

### Spanish IV (60.0740)

This course is a continuation of the language and culture of the Hispanic world. Students should be able to discuss all topics covered in Spanish I, II, and III, as well as their likes and dislikes regarding literature and fine arts. Students will be able to communicate using a variety of tenses in the indicative, the subjunctive, and the imperative moods. Communicative skills are emphasized at this level.

### Advanced Placement Spanish (60.2770, 60.0770)

The Advanced Placement Course in Spanish encourages highly motivated foreign language students to continue developing proficiency in the target language. This course will provide the opportunities necessary to develop the four abilities of listening, speaking, reading and writing that are stressed in the AP examination that will be taken in the spring. The variety of activities will expose the students to rich insights into the Spanish-speaking world.