



ROSWELL HIGH SCHOOL

*Achieving Excellence,
Honoring Traditions, and
Building Community*

REGISTRATION GUIDE

Including Course Catalog

2020 – 2021

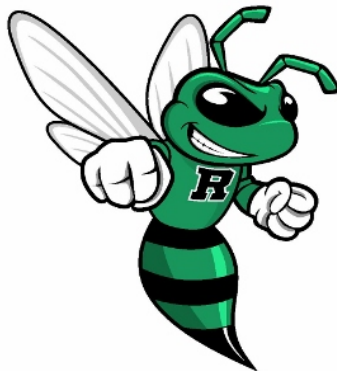


Table of Contents

| | |
|--|---------|
| Letter from Dr. Shaw | 3 |
| Registration Timeline | 4 |
| Placement Recommendations for Rising 9 th Graders | 5 - 8 |
| Graduation Requirements | 9 |
| AP Capstone <i>new for 2020-2021!</i> | 10 |
| Career Pathways offered at RHS | 11 |
| <u>Course Catalog</u> | |
| Art | 12 - 14 |
| Career and Technical Education | 15 - 18 |
| English | 19 - 21 |
| ESOL | 22 - 24 |
| Mathematics | 25 - 28 |
| Non-Departmental Courses | 29 |
| Performing Arts | 30 - 32 |
| Physical Education | 33 |
| Science | 34 - 36 |
| Social Studies | 37 - 39 |
| Talented and Gifted (TAG) | 40 |
| World Languages | 41 - 42 |

AP/Honors Workload Students taking AP and Honors level courses during fall of 2019 were surveyed about how much time they spent outside of class completing assignments and studying. You will find the average number of minutes spent per day for each AP and Honors class ***as reported by students*** included at the end of the course description along with the number of respondents. These data points may be used to inform course selection, but are not guaranteed to be completely accurate.

It is the policy of Roswell High School and the Fulton County School System not to discriminate on the basis of race, color, sex, religion, national origin, age, or disability in any employment practice, educational program or any other program, activity, or service.

ROSWELL HIGH SCHOOL

11595 King Road
Roswell, GA 30075
470-254-4500

Principal

Dr. Robert Shaw

Assistant Principals

Josh Martin
Celeste Moore
Segena Ponder
Sal Zarzana

Dear Parents and Students:

Welcome to the registration process for the 2020 - 2021 school year! Thank you in advance for taking the time to make well thought out and informed decisions about the courses you will take next year. Some things to consider include:

- How do the course requests align to your goals?
- If you are college bound, do the courses show an attempt at a high-level of rigor? Many college bound students make the mistake of taking on-level classes to boost their GPA while overlooking the fact that college recruiters want to see that students have challenged themselves with Advanced Placement or Honors courses.
- At the same time, does it look like you may be overextended? Please also take into consideration work requirements and extracurricular activities you may be participating in next year. Take note of the workload reported by students taking AP and Honors classes during fall of 2019.
- We make every effort to build a master schedule that accommodates all students' requests and we build our schedule around the course requests you submit now. While we try to accommodate schedule changes and have a process to do so, there is no guarantee that you can change classes in the fall.
- In order to maximize staffing allocations, there must be adequate demand for a course to be taught during a given school year. In instances where course demand is inadequate and a course does not make, we attempt to honor the alternate course request.

Our counseling staff is available to answer questions and to provide additional guidance on the selection of the appropriate curriculum path. Please send your registration questions to askroswellcounselors@gmail.com between February 17 and April 30. We look forward to serving you and to another outstanding school year.

Sincerely,
Robert Shaw, Ed.D

2020-2021 Registration Timeline

January 9 **Rising 9th Grade Parent Night – 6:30 p.m. in Auditorium**
Rising 9th grade parents and students are invited to meet Principal Shaw, hear a presentation from our counselors, explore an Electives Showcase, and tour the building.

February 3 - 10 **Core Subject Recommendations**
English, mathematics, social studies, science, world language, and select elective teachers will make placement recommendations for their current students online through Infinite Campus.

February 24 - 28 **Selection of Electives and Alternates; Verification of Core Classes**
RHS students will receive registration instructions during advisement on February 24. Completed registration forms are due on Friday, February 28 to students' advisement teachers.

February 27 **AP/Honors/Dual Enrollment/TAG Info Night – 6:30 p.m. in Gym**
Parents of students interested in taking an AP or honors course should attend this informational evening event. Course requirements will be discussed. Parents of rising 9th grade students from Crabapple MS and Elkins Pointe MS are welcome to bring their registration materials with any questions.

[A separate earlier meeting for parents of rising 9th - 12th Grade TAG students begins at 5:30]

March 26 & 31 **Middle School Visits/Pre-registration for non-FCS students**
Rising 9th graders from Crabapple and Elkins Pointe middle schools visit.

Families of students enrolling from non-FCS schools are invited to either of these programs from 9:15 – 11:30. Pre-registration (including course selection) with RHS counselors will be available.

Week of April 13 **2nd Verification Form Distributed/Collected**
During 3rd period on April 14, students will receive a course verification form that lists their core subject area course requests as well as electives. This will be the final opportunity for students to make changes. During 3rd period on April 17, students will turn in their final verification form. This form should include any changes the student would like to make to his/her requests before the final schedule is created. **Parents should sign off on the form and return it whether there are any changes or not.**

April 30 **Course Change Deadline**

Placement Recommendations for Entering 9th Grade Students

ENGLISH/LANGUAGE ARTS

Most ninth grade students will take on-level 9th Literature and Composition or 9th Lit/Comp Honors. Students who successfully completed 9th Lit/Comp Honors in middle school have the option to accept the course credit and take 10th Lit/Comp Honors as freshmen or to re-take 9th Lit/Comp Honors at the high school level.

9th Grade Lit/Comp Honors is an accelerated, college preparatory course aligned with Advanced Placement course objectives at the 11th and 12th grade levels. Typically students who score in the 86th percentile in reading and have the recommendation of their 8th grade Language Arts teacher perform well in 9th Lit Honors.

Honors English students grasp the story between the lines of the plot. Analyzing subtext and applying the principles of literary devices to a writer's style are essential abilities for these students. Having an appreciation for, if not a love of, reading is a definite advantage. Students who regularly read on their own, outside of school, are the best candidates for the Honors English program. A key to their success is an eager desire to discover their own intellectual voice.

Students work on more than one task at a time: reading stories for daily discussion, reading a novel for future discussion, and writing an academic, analytical paper for assessment of previous reading. They combine these overlapping projects with weekly vocabulary and grammar instruction.

Honors English students should be eager to work hard and fairly independently. They should be curious about literature and writing. They should be able to discuss and to support ideas, to manage their time and materials, and to build upon an existing, solid base in vocabulary, grammar, and writing.

Compositions typically consist of three to five typed pages. Students write these papers independently, outside of class, and the final product should reflect mature thought, correct grammar, and developed style. Most papers are literary analysis; this course is not a creative writing course. Students write a four- to five-page investigative research paper using a minimum of four sources.

On-level 9th Lit/Comp is a college preparatory course. Since 90% of RHS graduating seniors go to two- or four-year post-secondary schools, the English department is committed to meeting the needs of the community by preparing regular English students for college. These students attend and are successful at a wide range of colleges and universities across the country. They report that they are well prepared for the rigors of a college English course. Their college instructors often comment on their preparation and strengths.

Departmental standards of cumulative vocabulary and grammar quizzes, higher-level questions and essays on unit assessments, and consistent expectations for compositions provide productive vertical movement from ninth to twelfth grade. Teachers of team taught regular English classes hold students to the same standards as those to which students of other English classes are held. All classes are college preparatory.

Instruction in on-level 9th Lit/Comp tends to be more linear. For example, students read a novel outside of class for classroom discussion. They have reading check quizzes over the homework prior to class discussion. The novel unit usually concludes with a major test and/or a major composition. Once the novel unit is concluded, the teacher introduces another unit that might include a selection of short stories, a collection of poems, or a specific type of composition. Vocabulary and grammar are part of each unit. Teachers gear instruction toward introducing and guiding students' skill development. Following assessments, teachers might re-teach objectives that students have not mastered. Classroom instruction provides practice and opportunities for re-teaching and review. Students whose work ethic and performance indicate academic misplacement can move to an honors English class for the next school year.

Placement Recommendations for Entering 9th Grade Students

MATHEMATICS

Ninth grade students may follow one of several paths in mathematics. Refer to the chart below for the most common possible pathways for incoming 9th grade students.

| 8 th | 9 th | 10 th | 11 th | 12 th |
|--------------------------------------|--|---------------------------------------|---|--|
| Math 8 | GSE Algebra I Support <u>and</u> GSE Algebra I | GSE Geometry | GSE Algebra II | Advanced Math Decision Making <u>or</u> GSE Pre-Calculus |
| Math 8 | GSE Algebra I | GSE Geometry | GSE Algebra II | GSE Pre-Calculus <u>or</u> Advanced Math Decision Making |
| Advanced Math 8 | GSE Accelerated Algebra I/Geometry A | GSE Accelerated Geometry B/Algebra II | GSE Accelerated Pre-Calculus | AP Calculus AB <u>or</u> AP Calculus BC <u>or</u> AP Statistics |
| GSE Algebra I Honors | GSE Geometry Honors | GSE Algebra II Honors | GSE Pre-Calculus Honors <u>or</u> GSE Accelerated Pre-Calculus | AP Calculus AB <u>or</u> AP Calculus BC <u>or</u> AP Statistics <u>or</u> |
| GSE Accelerated Algebra I/Geometry A | Accelerated Geometry B/ Algebra II | GSE Accelerated Pre-Calculus | AP Calculus AB <u>or</u> AP Calculus BC <u>or</u> AP Statistics | GA Tech Calculus* <u>or</u> AP Statistics *Successful completion of AP Calculus does not guarantee enrollment. |

Placement Recommendations for Entering 9th Grade Students

SCIENCE

The placement options most common for incoming 9th graders are Biology or Biology Honors. However, the Earth Systems option is in place for those students who would benefit from more support in Science.

The honors biology class is designed to explore biology at a more advanced level than on-level biology. Students will participate in rigorous laboratory activities that will require them to develop higher-order reasoning abilities. The book is used only to supply the students with a base of knowledge that the teacher supplements with the latest research and conceptual knowledge available. Students must be able to read and comprehend information in the text and then apply what they have learned in class.

The honors class moves at a faster pace than on-level biology does as it covers more material within each unit. While there is some written homework in honors biology, students are responsible for studying and reading outside the classroom. Excellent study skills are a must for success. The honors students must be motivated and eager to learn.

In addition, students will complete a biology research unit. This unit will include a literature review on a biology topic that might lead to a science fair project. Participation in science fair is optional but encouraged – especially for students interested in the Governor’s Honors Program.

Although honors biology is a more rigorous course than on-level biology, the science department feels confident that either course prepares the students to be successful in college. Students interested in pursuing a science-related career should consider taking honors-level science courses.

Refer to the chart below for the most common possible pathways for incoming 9th grade students.

| 8 th | 9 th | 10 th | 11 th | 12 th |
|--|--|---|---|--|
| Sci/ Phys World | Earth Systems for 9 th graders (by teacher recommendation) | Biology | Chemistry <u>or</u> Environmental Science <u>or</u> Human Anatomy <u>or</u> Astronomy | Physics |
| Sci/ Phys World | Biology | Chemistry | Physics <u>or</u> Earth Systems <u>or</u> Environmental Science <u>or</u> Human Anatomy <u>or</u> Forensic Science <u>or</u> Astronomy | Physics <u>or</u> Earth Systems <u>or</u> Environmental Science <u>or</u> Human Anatomy <u>or</u> Forensic Science <u>or</u> Astronomy <u>or</u> AP Environmental |
| Sci/ Phys World Physical Science for HS credit | Biology <u>or</u> Biology Honors | Chemistry <u>or</u> Chemistry Honors | Physics <u>or</u> AP Physics [1,2, or C] <u>or</u> AP Chemistry <u>or</u> AP Biology AP Environmental <u>or</u> Environmental Science <u>or</u> Earth Systems <u>or</u> Human Anatomy (on-level/honors) <u>or</u> Forensic Science <u>or</u> Astronomy | AP Physics [1,2, or C] <u>or</u> AP Chemistry <u>or</u> AP Biology <u>or</u> AP Environmental <u>or</u> Environmental Science <u>or</u> Earth Systems <u>or</u> Human Anatomy (on-level/honors) <u>or</u> Forensic Science <u>or</u> Astronomy |

Placement Recommendations for Entering 9th Grade Students

SOCIAL STUDIES

Most 9th graders will not take Social Studies. The exception will be those 9th graders taking AP Human Geography. See the course catalog for a description of pre-requisite guidelines for this course.

WORLD LANGUAGES

The honors world language student is highly motivated with aspirations of continuing study beyond the third year course. The level II honors courses are in-depth studies of all level II topics. The honors courses move at an accelerated pace, utilizing higher-level thinking skills. They emphasize oral production and are conducted almost exclusively in the target language. Strong emphasis is given to continued development of reading, writing, and listening comprehension skills. There are additional reading selections specific to level II honors courses. Excellent study skills are a must for success. Teachers recommend students for honors level based on a combination of factors, including class performance (90+ average), motivation/interest, and work ethic.

Graduation Requirements

| | |
|--|-----------------|
| Language Arts | 4 units |
| 9 th Grade Lit and Composition | 1 |
| 11 th Grade American Lit/Comp <u>OR</u> AP Language & Composition | 1 |
| 10 th Grade Lit/Comp <u>AND/OR</u> | 2 |
| 12 th Grade Lit/Comp | |
| Multicultural Lit <u>OR</u> English (British) Lit <u>OR</u> Dramatic Writing | |
| <u>OR</u> Advanced Comp <u>OR</u> AP Literature & Composition | |
| Mathematics | 4 units |
| GSE Algebra I | 1 |
| GSE Geometry | 1 |
| GSE Algebra II | 1 |
| 4 th year math course | 1 |
| GSE Pre-Calculus <u>OR</u> Advanced Math Decision Making <u>OR</u> | |
| AP Calculus <u>OR</u> AP Statistics (w/Pre-Calc completion) | |
| Science | 4 units |
| Biology | 1 |
| Physics (or previously earned credit for Physical Science) | 1 |
| Chemistry, Environmental Science, Earth Systems, or an AP Science class | 1 |
| Additional Science course | 1 |
| Social Studies | 3 units |
| World History | 1 |
| U.S. History | 1 |
| American Government | 0.5 |
| Economics | 0.5 |
| Health and Physical Education | 1 unit |
| General Health | 0.5 |
| Personal Fitness | 0.5 |
| Fine Arts/Career Tech/World Language** | 3 units |
| **Students can take any combination of courses from the 3 areas listed above. | |
| The University System of Georgia and many other post-secondary institutions require a minimum of two units of the same World Language. | |
| Electives | 4 units |
| Total required | 23 units |

AP Capstone Program
Description and Pre-registration Information
Spring 2020/Roswell High School

AP Seminar is the first of two courses in the **AP Capstone™** program. **AP Research** is the second course. If a student earns scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of his choosing, he will receive the **AP Capstone Diploma™**. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if a student earns scores of 3 or higher in AP Seminar and AP Research only, he will receive the **AP Seminar and Research Certificate™**. Roswell High School has been approved by the College Board to launch this program in the 2020-2021 school year.

The first course leading to the **AP Capstone Diploma** is **AP Seminar**. It is a course that engages students in cross curricular conversations in which they explore the complexities of academic and real world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual perspectives, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence based arguments.

The second course leading to the **AP Capstone Diploma** is **AP Research**. **This course will be taught in the 2021-2022 school year.** It is a course that allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a year-long 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.

Roswell High School will offer the **AP Seminar** course beginning in Fall 2020 and the **AP Research** course in Fall 2021. The first graduating seniors with the ability to earn an **AP Capstone Diploma** will be the class of 2022. During the 2020 pre-registration process, rising 10th and 11th graders may register for the year-long class, 35.0900010. While the AP Capstone courses will be taught by TAG teachers, they are not limited to TAG students.

Any questions or suggestions should be directed to Laura Kouns, TAG Department Chair (kouns@fultonschools.org).

Roswell High School Career Pathways

Career Tech – should include (3) distinct HS course codes in the discipline

| |
|--------------------------------------|
| Architectural Drawing and Design |
| Audio-Video Technology and Film |
| Computer Science |
| Construction |
| Engineering and Technology |
| Food and Nutrition |
| Game Design |
| JROTC – Army |
| Personal Care Services - Cosmetology |

Advanced Academic – should include (4) distinct HS course codes in the discipline with at least one AP or post-secondary course code *AND* (2) sequential courses in a world language

| |
|----------------|
| Mathematics |
| ELA |
| Science |
| Social Studies |

Fine Arts –

MIP/MVP: should include (3) distinct HS course codes in instrumental/vocal music and/or AP Music Theory with at least one course at level 2 or higher

TAP: should include (3) distinct HS course codes in theatre arts with at least one course at level 2 or higher

V2DP: should include (3) distinct HS course codes in Draw/Paint, Photo, Graphics and/or AP Drawing and/or AP 2D Design with at least one course at level 2 or higher

V3DP: should include (3) distinct HS course codes in Ceramics, Sculpture, Jewelry and/or AP Drawing and/or AP 3D Design with at least one course at level 2 or higher

| |
|--------------------------------|
| Music Performance Instrumental |
| Music Performance Vocal |
| Theatre Arts |
| Visual Arts 2D |
| Visual Arts 3D |

Journalism – should include a minimum of (3) distinct HS course codes in the publication and/or Photo I-III and/or Graphics I-IV with at least one course at level 2 or higher

| |
|------------------------------|
| Journalism Newspaper |
| Journalism Annual |
| Journalism Literary Magazine |

World Languages – should include (3) distinct HS course codes *OR* (2) distinct HS course codes plus AP

| |
|----------|
| French |
| German |
| Japanese |
| Spanish |

ART

| Course Title | Course # | Credit | Grade(s) | Prerequisite(s) | Major Topics |
|--|------------|--------|----------|-----------------------|---|
| Introduction to Art (prerequisite for ALL other art courses) | 50.0211001 | 0.5 | 9-12 | None | This semester long introductory course establishes a standard and consistent foundation in the discipline of visual art and is a prerequisite for all other art courses. Students will be introduced to all aspects of visual art including art as personal communication, drawing, sculpture, ceramics, design, aesthetics, careers, art criticism and art history. |
| Ceramics 1 | 50.0411001 | 0.5 | 9-12 | Introduction to Art | <p>Ceramics 1 is an introductory course in ceramics covering the three basic methods of hand building. Students will produce ceramic artwork using pinch, slab, and coil techniques. Students will learn the basic vocabulary of ceramics as well methods of surface treatment, firing, and other related aspects. Ceramic history, aesthetics, and art criticism will be incorporated throughout the course.</p> <p>Ceramics 2 provides in-depth work with clay beyond that of Ceramics 1. Students will further technical ability in hand building, surface decoration, and/or wheel-thrown ceramics. Glaze chemistry will be addressed with an emphasis on how a glaze works and how to alter results. Alternative firing techniques will introduce students to various surface effects and firing atmospheres. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice. Students will continue to investigate ceramics from around the world and throughout time.</p> <p>Ceramics 3 is an advanced course providing in-depth work with clay. Students will further technical ability in hand building, surface decoration, and/or wheel-thrown ceramics. Glaze chemistry will be addressed with an emphasis on how a glaze works and how to alter results. Alternative firing techniques will introduce students to various surface effects and firing atmospheres. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio.</p> <p>Ceramics 4 provides in-depth work with clay. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio.</p> |
| Ceramics 2 | 50.0412001 | 0.5 | 9-12 | Ceramics 1 | |
| Ceramics 3* | 50.0413001 | 0.5 | 10-12 | Ceramics 2 | |
| Ceramics 4* *pre AP | 50.0414001 | 0.5 | 10-12 | Ceramics 3 | |
| Graphics 1 | 50.0721001 | 0.5 | 9-12 | Introduction to Art | <p>Graphics 1 explores the creation of digital imagery using Adobe Illustrator and Photoshop. Emphasis will be placed on logo design, package design, advertising, typography, and other graphic design related elements. Graphics 2 extends the study Graphics 1. Graphics 3 extends the study of Graphics 2 and allows students to work in a more conceptual manner to develop their own ideas, style, and artistic voice while developing a portfolio.</p> |
| Graphics 2 | 50.0722001 | 0.5 | 9-12 | Graphics 1 | |
| Graphics 3 | 50.0723001 | 0.5 | 10-12 | Graphics 2 | |
| Graphics 4 | 50.0724001 | 0.5 | 10-12 | Graphics 3 | |
| Digital Design Project 1 | 50.0725001 | 0.5 | 9-12 | Introduction to Art | <p>Digital Design Project 1 teaches illustration as it applies to sequential art and animation. Topics include the narrative arc, the rules of animation, character design, and anatomy for motion. Students will use a variety of hardware and software tools to create graphic design and animation projects.</p> <p>Adv Digital Design Project 2 enhances Level 1 skills. Students will create portfolios that include elements of illustration, electronic publishing, application design, 2D animation, video production, special effects, 3D animation, music production, photography, graphic design, interface design, and web design.</p> |
| Adv Digital Design Project 2 | 50.0727001 | 0.5 | 9-12 | Digital Design Proj 1 | |

| | | | | | |
|------------------------------------|------------|-----|-------|---------------------|--|
| Drawing 1 | 50.0311001 | 0.5 | 9-12 | Introduction to Art | Drawing 1 instructs students in fundamental drawing skills and prepares them to make the transition to painting. Course work builds on drawing skills introduced in Introduction to Art. Drawing approaches include contour, value to model form, gesture, perspective and color; students work with drawing media such as pencil, charcoal, conte, oil pastels. Art history, criticism and aesthetics are incorporated with studio production of drawings and paintings. |
| Drawing 2 | 50.0312001 | 0.5 | 9-12 | Drawing 1 | Drawing 2 continues to strengthen composition and drawing skills. The course includes studies in color sensitivity and a wide range of media and techniques. Drawing 2 builds on skills learned in Drawing 1. It differs in that the artworks produced are theme based with a more conceptual approach. Students have more freedom to choose subject matter of the work which will challenge student creativity. |
| Painting 1 | 50.0321001 | 0.5 | 9-12 | Drawing 1 | Painting 1 establish fundamental painting skills and strengthen composition and drawing skills. The course includes studies in color sensitivity and a wide range of water based media and techniques. This is a course designed to introduce foundational painting concepts and techniques new to the student in order to prepare them for other 2-D courses that rely on drawing and painting skills. |
| Painting 2 | 50.0322001 | 0.5 | 10-12 | Painting 1 | In the Painting 2 course students begin working on creating a unique artistic style and developing a portfolio. Students are free to generate ideas as subject matter for their artwork and use the skills learned in previous 2-D courses to inform their aesthetic decision making. |
| Jewelry & Metalcrafts 1 | 50.0460001 | 0.5 | 9-12 | Introduction to Art | Jewelry and Metalcrafts 1 introduces jewelry making as a historical and contemporary art form. A variety of media and tools are explored such as fibers, leather, metal and glass. The elements of art and principles of design are used to analyze, design, create and evaluate jewelry. The course combines aesthetics, art criticism, and art history with studio production of jewelry. Jewelry 2 enhances Level 1 skills and emphasizes the origins and functions of jewelry while exploring and experimenting with non-traditional materials. Students will develop a voice through the study of master artists and material choices. In Jewelry 3 and Jewelry 4 students create a cohesive body of jewelry works culminating in a final gallery showing. |
| Jewelry & Metalcrafts 2 | 50.0462001 | 0.5 | 9-12 | Jewelry 1 | |
| Jewelry & Metalcrafts 3 | 50.0463001 | 0.5 | 10-12 | Jewelry 2 | |
| Jewelry & Metalcrafts 4 | 50.0464001 | 0.5 | 10-12 | Jewelry 3 | |
| Photography 1 | 50.0711001 | 0.5 | 9-12 | Introduction to Art | Photography 1 is an introduction to black and white photography and darkroom processing. Students are allowed to pace themselves and will create a photographic portfolio as they learn the technical and artistic aspects of photography. A brief introduction to digital photography will be included. Photo history and critiques of photos will be addressed throughout the semester. Photography2 builds on basic skills and darkroom techniques learned in Photography 1. Students hone skills in communicating meaning through photography. They learn to use a 35mm camera, develop and print images from black and white film and refine darkroom and printing techniques. The course incorporates aesthetics, art criticism, art history and a brief introduction to digital photography. Photography 3 and 4 hone skills in communicating meaning through photography. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio. |
| Photography 2 | 50.0712001 | 0.5 | 9-12 | Photo 1 | |
| Photography 3* | 50.0713001 | 0.5 | 10-12 | Photo 2 | |
| Photography 4* | 50.0714001 | 0.5 | 10-12 | Photo 3 | |
| *pre AP | | | | | |
| Sculpture 1 | 50.0611001 | 0.5 | 9-12 | Introduction to Art | Sculpture 1 introduces students to the <i>production</i> of three-dimensional art making including additive, subtractive and modeling processes of sculptural construction. The course is designed to teach a variety |
| Sculpture 2 | 50.0612001 | 0.5 | 9-12 | Sculpture 1 | |

| | | | | | |
|---|--|-------------------|-------------------------|---|--|
| Sculpture 3* Sculpture 4* *pre AP | 50.0613001 50.0614001 | 0.5 0.5 | 10-12 10-12 | Sculpture 2 Sculpture 3 | of techniques in a variety of media such as metal, paper, and wood. Sculpture 2 offers in-depth study to the <i>production</i> of three-dimensional art making including additive, subtractive, casting and modeling processes while investigating a variety of media such as stone, metal and wood. Students are expected to make connections as they explore <i>meaning</i> , develop <i>creative thinking</i> skills, search for <i>contextual understanding</i> resulting in authentic <i>assessment</i> and <i>reflection</i> . Sculpture 3 and 4 offer in-depth study of the <i>production</i> of three-dimensional art making including additive, subtractive, casting and modeling processes while investigating a variety of media. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio. |
| AP Drawing Portfolio AP 2D Design AP 3D Design | 50.0811010 50.0813010 50.0814010 | 1.0 1.0 1.0 | 10-12 10-12 10-12 | Requires Art Teacher Recommendation Portfolio Review Feb 10 - 18. Sign up in Art Office. | The AP Studio Art Program consists of three portfolio exams — Drawing, 2-D Design, 2-D Design with an emphasis on photography, and 3-D Design. Drawing portfolios should focus on light quality, light and shade, mark making and composition as well as surface manipulation, and the illusion of depth. Various approaches should show drawing competence. 2-D Portfolios should focus on purposeful decision-making about how to use the elements of art in an imaginative way. 3-D portfolios should focus on the investigation of sculptural design principles through various media to create a portfolio. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. 45 min/night based on 18 respondents |

CAREER TECH

| Course Title | Course # | Credit | Grade(s) | Prerequisite(s) | Major Topics |
|--|------------|--------|----------|---|--|
| Intro to Digital Technology | 11.4150000 | 1.0 | 9-12 | None | This course provides students with an introduction to the principles of computing including PC hardware, maintenance, networking, website design, HTML code, and programming. It is the prerequisite for all computing and web design pathway courses. |
| Computer Science Principles | 11.4710000 | 1.0 | 9-12 | Intro to Digital Technology | This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. The focus of the course falls into these practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. |
| AP Computer Science Principles Which AP CompSci course is right for me? | 11.0190010 | 1.0 | 10-12 | Completion of IDT OR 85+ in Algebra II OR Concurrent enrollment in Alg II Computer Science teacher sign-off (counts as math <i>OR</i> science credit toward graduation) | The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. AP Computer Science Principles introduces students to the foundational concepts of computer science and teaches the fundamentals of programming using Java Script and Python. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. 26 min/night as reported by 28 respondents |
| Game Design: Animation and Simulation GaDOE Link for more course info | 11.4290000 | 1.0 | 11-12 | Intro to Digital Technology AND Computer Science Principles | Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Next, level design, storytelling, and animation are added to develop a virtual world around the characters. Game Design: Animation and Simulation is the third course in the Game Design pathway. Students enrolled in this course MUST have successfully completed Introduction to Digital Technology and Computer Science Principles. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential in this career area pathway. |
| AP Computer Sci. A with JAVA | 11.0160010 | 1.0 | 11-12 | 85+ in Algebra II Computer Science teacher sign-off (counts as math <i>OR</i> science credit toward graduation) Which AP CompSci course is right for me? | Equivalent to an intro college course in Computer Science, this course teaches the student the fundamentals of good coding techniques using Java. Course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development including the study of design, abstraction, and data structures. Topics include a brief history of computing, basics of computing systems, ethics in computing, syntax/semantics in JAVA, selection statements, looping routines, classes and their methods. 32 min/night as reported by 23 respondents |
| Audio/Video Technology and Film 1 | 10.5181000 | 1.0 | 9-12 | None | Introduction to video production: production techniques while producing both field and studio television programs |

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|---|------------|-----|-------|---|---|
| A/V Tech and Film 2 | 10.5191000 | 1.0 | 10-12 | Audio/Video Technology and Film 1 | Write, produce, direct, and edit studio and ENG productions; lighting |
| A/V Tech and Film 3 | 10.5201000 | 1.0 | 11-12 | Audio/Video Technology and Film 2 | Independent production of a full television program; writing, producing, directing, and editing studio productions Produce the weekly Morning Buzz |
| Broadcast Video Production 4 | 10.4141000 | 1.0 | 12 | Audio/Video Technology and Film 3 | Independent production of a full television program; writing, producing, directing, and editing studio productions Produce the weekly Morning Buzz |
| Foundations of Engineering Technology | 21.4250000 | 1.0 | 9-12 | None | Foundations of Engineering is the introductory engineering course at Roswell HS, and the first course in the Engineering Pathway. There are no academic prerequisites. Students will learn the basics of the Design Process as they relate to product development and engineering. In this class we will design, build and race CO2 cars, teach CAD (Computer-Aided Design) on Autodesk Inventor, and design, build and test a trebuchet. |
| Engineering Concepts | 21.4710000 | 1.0 | 10-12 | Foundations of Engineering & Technology | 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 | 21.4720000 | 1.0 | 11-12 | Engineering Concepts | Students have opportunities to apply engineering design as they develop solutions for technological problems. 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. |
| Research, Design, and Project Management | 21.4610000 | 1.0 | 12 | Engineering Applications | Provides students with opportunities to work with students from other pathways as a member of a design team. Research strategies, prototype testing and evaluation, and communication skills are emphasized. |
| Introduction to Drafting and Design | 48.5410000 | 1.0 | 9-12 | None | Introduction to Drafting and Design teaches students the basics of sketching, drawing layout, drafting plans and engineering drawing, and is the first course in the Architecture Pathway. There are no academic prerequisites for Intro. Students learn the basics of sketching and board drafting as preparation for more complex drafting techniques and the use of the CAD (Computer-Aided Design) programs AutoCAD 2016 and Revit 2016 for architectural design. |
| Architectural Drawing & Design I | 48.5450000 | 1.0 | 10-12 | Intro to Engineering, Drawing & Design | Students are introduced to the basic terminology, concepts, and principals of architectural design. Emphasis on house designs, floor plans, roof designs, elevations (interior and exterior), schedules and foundations. CAD tools and software are used extensively. |
| Architectural Drawing & Design II | 48.5460000 | 1.0 | 11-12 | Architectural Drawing I | Builds on the skills developed in Architectural Drawing and Design I. Emphasis on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations. CAD tools and software are used extensively. |
| Food, Nutrition, and Wellness | 20.4161000 | 1.0 | 9-12 | None | Study of nutritional needs and food choice for optimal health across the lifespan- includes food labs that illustrate nutrition principles. 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, chronic diseases, and food |

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| | | | | | safety. |
| Food for Life | 20.4140000 | 1.0 | 10-12 | Food, Nutrition, and Wellness | Advanced course in food and nutrition addresses nutritional needs at specific stages of the human life cycle. This course provides knowledge for real life and pathway into dietetics, consumer foods and nutrition science careers. |
| Food Science | 20.4181000 | 1.0 | 10-12 | Food, Nutrition, and Wellness | This is an advanced course that explores the science behind foods— including food labs that illustrate science principles. This course provides knowledge for real life and pathway into dietetics, nutrition and food science careers. |
| Intro to Personal Care Services | 12.5440000 | 1.0 | 9-12 | None | Policies and Standards of Georgia State Board rules and regulations; Introduction to phases of shampooing , thermal hair styling, and braiding; Manicure/Pedicure and Facials All topics include written and practical application in the lab. |
| Cosmetology Services 2 | 12.4100000 | 1.0 | 10-12 | Intro to Personal Care Services | Cosmetology skills performed on mannequins (hair cutting, chemical wave/relaxing) and salon management |
| Cosmetology Services 3 | 12.4110000 | 1.0 | 11-12 | Cosmetology Services 2 | Introduction to all phases of cosmetology with the goal of accumulating Georgia Cosmetology State Board unit hours required to become a licensed master cosmetologist |
| JROTC 1 | 28.0310000 | 1.0 | 9-12 | None | Introduction to American symbols, customs and traditions and the history and purpose of Army JROTC; Introduction to the essential skills needed to maximize learning potential and future success; Assessment of current skill set and work to develop maximum potential; Application of learning theory and techniques to improve study, communication and planning skills; Exploration of social responsibility, conflict resolution, and service learning opportunities; Introduction to leadership: its definition, the importance of knowing and applying basic leadership skills (principles, styles, values, the BE, KNOW, and DO attributes); Introduction to reading techniques, study habits, and test-taking strategies. |
| JROTC 2 | 28.0320000 | 1.0 | 10-12 | JROTC 1 | Development of an appreciation for the importance of physical fitness in maintaining good health and appearance; Basic information about nutrition and exercise; First aid for emergency and non-emergency situations; Introduction to drug awareness to include the use and effect of drugs, alcohol and substances; Exploration of the values and principles that underlie good citizenship with emphasis placed on the United States Constitution and Bill of Rights, responsibility of U.S. citizens, basic national values, the U.S. federal justice system, and service to the community; Introduction to a variety of significant events and historical figures that contributed to our citizenship and American history. |
| JROTC 3 | 28.0330000 | 1.0 | 11-12 | JROTC 2 | Further study and application of basic leadership skills (principles, styles, values, the BE, KNOW and DO attributes); Demonstration, assessment and evaluation of cadet leadership potential through the application of these concepts in command or staff positions; Introduction to the communication process among individuals and the communication principles of writing, speaking, and listening; Preparation and presentation of effective oral and written communication; Introduced to basic guidelines for managing conflict and communication skills necessary for |

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| | | | | | finding solutions to resolve conflicts. |
| JROTC 4 | 28.0340000 | 1.0 | 12 | JROTC 3 | Continuation of cadets' leadership development by concentrating on basic individual leadership responsibilities/techniques and introducing the responsibilities of team leaders. Cadets will have the opportunity to identify the impact of their actions on themselves as well as on other team members in the areas of individual responsibility, self-reliance, followership, and teamwork. Cadets will be introduced to the basic principles of management, how leaders use these principles to effectively manage resources, and the basic differences between leadership and management techniques. Students will deliver instruction using accepted principles and methods of instruction. Students will develop lesson plans and graphic organizers; recognize how to determine the material that they must review and rehearse prior to delivering instruction |
| Industry Fundamentals and Occupational Safety | 46.5450000 | 1.0 | 9-12 | None | Construction site safety, hands-on project-based lessons with hand tools and power tools, interpretation of construction drawings, construction math, and employability skills Students completing all requirements for this course will earn the nationally recognized NCCER Core Certification. |
| Introduction to Construction | 46.5460000 | 1.0 | 9-12 | Industry Fundamentals and Occupational Safety | Basics of carpentry (floor, wall, roof and stair framing), electrical wiring, plumbing, and masonry through hands-on projects and skill demonstrations. |
| Electrical 1 | 46.5600000 | 1.0 | 10-12 | Introduction to Construction | Specialty focus in the electrical trade |
| Carpentry 1 | 46.5500000 | 1.0 | 10-12 | Electrical 1 | Specialty focus in carpentry skills |
| Work-Based Learning (Off-site) | 06.7114000* 06.7115000** | 1.0 2.0 | 12 12 | None with preference given to CTE pathway completers Application Ms. Flemister | Work experience *6 th period only **5 th and 6 th periods |
| Work-Based Learning Teaching As a Profession (formerly TI Mentorship) | 13.7114001* 13.7124002** | 0.5 0.5 | 12 12 | Application Ms. Flemister | Practical application of teaching methods working with elementary or high school classes. *1 st semester **2 nd semester |

ENGLISH

| Course Title | Course # | Credit | Grade(s) | Prerequisite(s) | Major Topics |
|---|------------|--------|----------|---|--|
| 9th Literature and Composition | 23.0610000 | 1.0 | 9 | None | Genre-based reading strategies, analysis of fiction and nonfiction texts. Narrative, argument and synthesis writing; vocabulary and grammar instruction. This is an EOC course. |
| 9th Lit Support | 23.1830000 | 1.0 | 9 | Teacher Recommendation | Companion class for 9 th Lit, designed for students needing additional support. Successful completion of the class allows students to earn elective credit. |
| 9th Literature and Composition Honors | 23.0610040 | 1.0 | 9 | 8 th Grade Teacher Recommendation See FCS placement guidelines | Genre-based reading strategies, analysis of fiction and nonfiction texts at an advanced level. Narrative, argument and synthesis writing; vocabulary and grammar instruction. Appropriate for teacher-recommended students who earned at least a 90 in 8 th grade Accelerated English. This is an EOC course. 40 minutes/night as reported by 142 respondents |
| 10th Literature and Composition | 23.0620000 | 1.0 | 10 | None | Study of World Literature and informational texts; An exploration of commonalities and differences among works of literature from different times and places around the world; Narrative, argument and synthesis writing; vocabulary and grammar instruction. |
| 10th Literature and Composition Honors | 23.0620040 | 1.0 | 10 | 9 th Grade Teacher Recommendation See FCS placement guidelines | Study of World Literature and informational texts at an advanced level; An exploration of commonalities and differences among works of literature from different times and places around the world. Narrative, argument and synthesis writing—process and timed; vocabulary and grammar instruction. Appropriate for teacher-recommended students who earned at least an 85 in 9 th Honors Literature and Composition. 31 min/night as reported by 183 respondents |
| 11th American Literature and Composition | 23.0510000 | 1.0 | 11 | None | A study of American literature and informational texts from the 1600s to present. Narrative, argument and synthesis writing; vocabulary and grammar instruction. This is an EOC course. |
| 11th American Literature and Composition Honors | 23.0510040 | 1.0 | 11 | 10 th Grade Teacher Recommendation See FCS placement guidelines | Advanced-level study of American literature and informational texts from the 1600s to present. Narrative, argument and synthesis writing—process and timed; vocabulary and grammar instruction. Appropriate for teacher-recommended students who earned at least an 85 in 10 th Literature and Composition-Honors. This is an EOC course. 38 min/night as reported by 62 respondents |
| 11th Advanced Placement (AP) Language & Composition | 23.0530010 | 1.0 | 11 | 10 th Grade Teacher Recommendation See FCS placement guidelines | Rigorous college level study of authors' styles and rhetorical techniques, survey of American literature with an emphasis on nonfiction texts. Focus on passage analysis, argument and synthesis writing at an advanced level. Students can earn college credit. Appropriate for teacher-recommended students who earned at least a 90 in 10 th Honors Literature and Composition. Moving from on-level 10 th Lit to AP Lang is atypical, and generally not encouraged. 30 min/night as reported by 45 respondents |
| Dramatic Writing for Film, Television, and Theatre | 52.0920000 | 1.0 | 11-12 | None | Year-long on-level 12th grade core English course created to train students how to write for the booming, multi-billion dollar film and television industry in GA. Students will learn how to write for theatre, film and television. Students will learn to make skillful use of narrative storytelling techniques through the writing of plays, television scripts, and film screenplays. This course is |

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| | | | | | accepted by GA colleges as core English credit. It is appropriate for students who have successfully completed 11 th Lit (honors or on-level). |
| 12th Multicultural Literature and Composition | 23.0670000 | 1.0 | 12 | None | Year-long on-level 12 th grade core course focused on literature and informational texts by and about people of diverse ethnic backgrounds. Narrative and argumentative writing. Vocabulary and grammar instruction. Appropriate for students who successfully completed 11 th American Literature and Composition-on level. |
| 12th British Literature and Composition | 23.0520000 | 1.0 | 12 | None | Year-long on-level 12 th grade core course focused on the study of British literature and informational texts; Includes Chaucer and Shakespeare. Narrative and argumentative writing. Vocabulary and grammar instruction. Appropriate for students who completed 11 th American Literature and Composition-on level. |
| 12th Advanced Composition Honors | 23.0340040 | 1.0 | 12 | 11 th Grade Teacher Recommendation See FCS placement guidelines | Advanced-level study of contemporary writing. Students write for a variety of authentic purposes and audiences and explore a personal “passion” project. Special emphasis on news literacy, critical research, and presentation skills. Appropriate for students who received at least an 80 in AP Lang or an 85 in 11 th Honors American literature and composition. 34 min/night as reported by 57 respondents |
| 12th AP Literature & Composition | 23.0650010 | 1.0 | 12 | See FCS placement guidelines | Advanced college level study and analysis of literature and critical approaches to literature. Students can earn college credit. Appropriate for teacher-recommended students who earned at least an 85 in AP Lang or a 90 in 11 th Honors American Literature and Composition. Moving from on-level 11 th Lit to AP Lit is atypical, and generally not encouraged. 36 min/night as reported by 57 respondents |
| Creative Writing (Writer’s Workshop) | 23.0310001 | 0.5 | 9-12 | None | Learn the ins and outs of creative writing; improve techniques to become a more focused and more skilled writer of short fiction, creative nonfiction, novel, poetry or screenplays; discover resources for submitting your short stories, novels, and any other creative writing to professional publications |
| Mythology | 23.0210001 | 0.5 | 9-12 | None | This literature elective introduces classical Greek and Roman, Norse, and medieval mythology through the study of themes and narratives that emphasize the importance of mythical elements and how they relate to modern myths of the world. |
| Speech/Forensics 1 | 23.0460001 | 0.5 | 9-12 | None | Public speaking: planning, writing, rehearsing, and delivering speeches; research techniques; participation in debates, discussions, group activities |
| Adventure Writing (Literary Types and Composition) | 23.0640001 | 0.5 | 11-12 | None | The heart of this semester-long elective is adventure. Here are just a few buzz words from the course: travel, field trips, food writing, adventure in film, happiness?, tiny houses, astrological signs, space exploration, personality tests, self-discovery, social and emotional learning, and bloggers. Students participate in creating each unit. Each student gets his or her own travel/observation journal on Week 3 of this lighthearted, creative class that uses chill topics to produce memorable writing. |

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| Journalism 1 Literary Magazine | 23.0320008 | 1.0 | 10-12 | Application | Study of creative writing, production of school literary magazine |
| Journalism 2 Literary Magazine | 23.0330008 | 1.0 | 11-12 | Lit Mag 1 | Continued study of creative writing and digital magazine production |
| Journalism 1 Newspaper | 23.0320000 | 1.0 | 9 -12 | None | Study of newspaper journalism, production of school newspaper |
| Journalism 2 Newspaper | 23.0330000 | 1.0 | 10-12 | Journalism 1 with 85+ | Advanced study of newspaper journalism, production of school newspaper |
| Journalism 3 Newspaper | 23.0350000 | 1.0 | 11-12 | Newspaper 2 with 85+ | Advanced study of newspaper journalism, production of school newspaper |
| Journalism 4 Newspaper | 23.0360000 | 1.0 | 12 | Newspaper 3 with 85+ | Advanced study of newspaper journalism, production of school newspaper |
| Journalism 1 Annual | 23.0320007 | 1.0 | 9-12 | Application Ms. Goddard | Study of photo journalism, production of school annual (yearbook) |
| Journalism 2 Annual | 23.0330007 | 1.0 | 10-12 | Journalism 1 Annual | Advanced study of photo journalism, production of school annual (yearbook) |
| Journalism 3 Annual | 23.0350007 | 1.0 | 11-12 | Journalism 2 Annual | Advanced study of photo journalism, production of school annual (yearbook) |
| Journalism 4 Annual | 23.0360007 | 1.0 | 12 | Journalism 3 Annual | Advanced study of photo journalism, production of annual (yearbook) |

ESOL

Courses Available for Core ELA Credit

** Sheltered classes capped at 23 without an aide/ 25 with an aide.

| Course Title | Course # | Credit | Criteria for Placement-Access/WAPT Score | Prerequisite(s) | Curriculum and Materials |
|---|------------|--------|--|--|--|
| 9th Grade Literature and Composition Sheltered Push In* *Available based on demand and teacher availability | 23.0610020 | 1.0 | 3.5+ | None | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| | 23.0610090 | | | | |
| 10th Grade Literature and Composition Sheltered Push In* | 23.0620020 | 1.0 | 2.5+ 3.0+ | None | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| | 23.0620090 | | | | |
| 11th Grade American Lit/Comp Sheltered Push In* | 23.0510020 | 1.0 | 3.5+ | 9 th and 10 th Literature and Composition | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| | 23.0510090 | | | | |
| Multicultural Literature Sheltered Push In* | 23.0670020 | 1.0 | 2.5+ | 9 th , 10 th , and 11 th Literature and Composition | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| | 23.0670090 | | | | |

ESOL

Courses Available for Core Mathematics Content Area Credit

** Sheltered classes capped at 23 without an aide/ 25 with an aide.

| Course Title | Course # | Credit | Criteria for Placement-Access/WAPT Score | Prerequisite(s) | Curriculum and Materials |
|--|------------|--------|--|--------------------------|--|
| GSE Algebra 1 Sheltered Push In* | 27.0990020 | 1.0 | Below 3.5 | None | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| | 27.0990090 | | | | |
| Geometry Sheltered Push In* | 23.0991020 | 1.0 | Below 3.5 | CCGPS Coordinate Algebra | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| | 23.0991090 | | | | |

ESOL

Courses Available for Core Science Credit

** Sheltered classes capped at 23 without an aide/ 25 with an aide.

** Push-In courses capped at 18.

| Course Title | Course # | Credit | Criteria for Placement-Access/WAPT Score | Prerequisite(s) | Curriculum and Materials |
|--|------------|--------|--|-----------------|--|
| Earth Systems Push-In *Based on demand and teacher availability. | 40.0640090 | 1.0 | Below 3.5 | None | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| Biology Push-In *Based on demand and teacher availability. | 26.0120090 | 1.0 | 3.5+ | None | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| Physical Science Push-In | 40.0110090 | 1.0 | 3.5+ | Biology | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |

ESOL

Courses Available for Core Social Studies Credit

** Sheltered classes capped at 23 without an aide/ 25 with an aide.

** Push-In courses capped at 18.

| Course Title | Course # | Credit | Criteria for Placement-Access/WAPT Score | Prerequisite(s) | Curriculum and Materials |
|--|--------------------------|--------|--|---------------------------|--|
| American Government/Civics Sheltered Push In* | 45.0570021 45.0570091 | 0.5 | 2.5+ | None | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| World History Sheltered Push In* | 45.0830020 45.0830090 | 1.0 | 2.5+ | None | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| US History Sheltered Push In* | 45.0810020 45.0810090 | 1.0 | 3.5+ | World History | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| Economics Push-In | 45.0610091 | 0.5 | 3.5+ | World History, US History | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |
| World Geography (Sheltered) | 45.0711020 (21,22) | 0.5 | Below 3.5 | None | Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. |

ESOL

Scheduled Courses Available for Elective Credit

** The following courses must meet the guidelines for ESOL Scheduled classes. **

| Course Title | Course # | Credit | Criteria for Placement-Access/WAPT Score | Prerequisite(s) | Curriculum and Materials |
|---|--------------------------|--------|--|-----------------|---|
| Communication Skills I | 55.0210000 (01,02) | 1.0 | 1.0-2.5 | None | Former ESOL I materials. |
| Communication Skills II | 55.0220000 (01,02) | 1.0 | 2.5-3.5 | None | Former ESOL IV materials. |
| Reading and Listening in Content Areas | 55.0230000 (01,02) | 1.0 | 2.0-3.5 | None | Basic Read/Write materials supplemented with ESOL materials as needed. |
| Writing in the Content Areas | 55.0250001 55.0250001 | 0.5 | S1:2.0-3.9 S2:3.0-4.9 | None | Mainstream content texts supplemented with materials purchased specifically for course. |

MATHEMATICS

| Course Title | Course # | Credit | Grade(s) | Prerequisite(s) | Major Topics |
|--|------------|--------|--|------------------------------|---|
| Algebra I | 27.0990000 | 1.0 | 9 | None | The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The pacing suggested below will allow students to gain a foundation in linear, quadratic, and exponential functions before they are brought together to be compared/contrasted in Unit 5. Although units 2, 3, and 4 look lengthy in terms of the number of standards, only their application to one function type per unit will be addressed. As key characteristics of functions are introduced in unit 2 and revisited within units 3, 4, and 5, students will gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, and the effect of function parameters. Unit 5 will also provide an excellent opportunity for review of many concepts in preparation for the administration of the Georgia Milestones EOC assessment. |
| Algebra I Support | 27.0997000 | 1.0 | 9 | Teacher Recommendation | Companion class for Algebra I, designed for students needing additional support. Successful completion of the class allows students to earn elective credit. |
| Geometry Honors | 27.0991040 | 1.0 | 9 <i>Because this course offers 7 honors points, it is only for students who are a year or more ahead in mathematics.</i> | See FCS placement guidelines | See Geometry 33 min/night as reported by 112 respondents |
| Accelerated Algebra I/ Geometry A Honors | 27.0994040 | 1.0 | 9 | See FCS placement guidelines | The fundamental purpose of Accelerated Algebra I/Geometry A is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The pacing suggested below will allow students to gain a foundation in linear, quadratic, and exponential functions before they are brought together to be compared/contrasted in Unit 5. Although units 2, 3, and 4 look lengthy in terms of the number of standards, only their application to one function type per unit will be addressed. As key characteristics of functions are introduced in unit 2 and revisited within units |

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| | | | | | <p>3, 4, and 5, students will gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, and the effect of function parameters. Unit 5 will also provide an excellent opportunity for review of many concepts in preparation for the administration of the Georgia Milestones EOC assessment. Unit 7 begins the study of geometry concepts by building upon work students have done in 8th grade. Unit 8 continues to build upon previous learnings to build a formal understanding of similarity and congruence. The last unit of the course builds upon similarity and the Pythagorean Theorem in the study of right triangle trigonometry.</p> <p>34 min/night as reported by 41 respondents</p> |
| Accelerated Geometry B/ Algebra II Honors | 27.0995040 | 1.0 | 9-10 | See FCS placement guidelines | <p>It is in Accelerated Geometry B / Algebra II that students pull together and apply the accumulation of learning that they have from their previous course, with content grouped into nine critical areas, organized into units. Students continue to work with geometry concepts as the work with circles and theorems related to them. The students then move onto applying the geometric concepts they have previously learned in the coordinate plane in finding distances and writing equations of circles. They then build upon the probability concepts they learned in middle school. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all of their experience with functions to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p> <p>44 min/night as reported by 121 respondents (from Fall 2018)</p> |
| Geometry | 27.0991000 | 1.0 | 10 | Successful completion of one semester of Algebra I | <p>Unit 1: Building on standards from middle school, students will perform transformations in the coordinate plane, describe a sequence of transformations that will map one figure onto another, and describe transformations that will map a figure onto itself. Students will compare transformations that preserve distance and angle to those that do not. Unit 2: Building on standards from Unit 1 and from middle school, students will use transformations and proportional reasoning to develop a formal understanding of similarity and congruence. Students will identify criteria for similarity and congruence of triangles, develop facility with geometric proofs (variety of formats), and use the concepts of similarity and congruence to prove theorems involving lines, angles, triangles, and other polygons. Unit 3: Students will apply similarity in right triangles to understand right triangle trigonometry. Students will use the Pythagorean Theorem and the relationship between the sine and cosine of complementary angles to solve problems involving right triangles. Unit 4: Students will understand and apply theorems about circles, find arc lengths of circles, and find areas of sectors of circles. Students will develop and explain formulas related to circles and the volume of solid figures and use the formulas to solve problems. Building on standards from middle school, students will extend the study of identifying cross-sections of three-dimensional shapes to identifying three-dimensional objects generated by rotations of two-</p> |

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| | | | | | dimensional objects. Unit 5: Students will use the concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane (triangles, quadrilaterals, and circles). Students will solve problems involving parallel and perpendicular lines, perimeters and areas of polygons, and the partitioning of a segment in a given ratio. Students will derive the equation of a circle and model real world objects using geometric shapes and concepts. Unit 6: Students will understand independence and conditional probability and use them to interpret data. Building on standards from middle school, students will formalize the rules of probability and use the rules to compute probabilities of compound events in a uniform probability model. |
| Algebra II Honors | 27.0992040 | 1.0 | 10 <i>Because this course offers 7 honors points, it is only for students who are a year or more ahead in mathematics.</i> | See FCS placement guidelines | See Algebra II 28 min/night as reported by 66 respondents |
| Accelerated Pre-Calculus Honors | 27.0977040 | 1.0 | 10-11 | See FCS placement guidelines | Accelerated Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in nine units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are introduced and developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. They apply methods from statistics to draw inferences and conclusions from data. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. 38 min/night as reported by 46 respondents |
| Algebra II | 27.0992000 | 1.0 | 11 | Successful completion of one semester of Geometry | It is in Algebra II that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all of their experience with functions to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. |
| Pre-Calculus Honors | 27.0974040 | 1.0 | 11 <i>Because this course offers 7 honors points, it is only for</i> | See FCS placement guidelines | See Pre-Calculus 44 min/night as reported by respondents |

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|--|--------------------------|------------|--|---|--|
| | | | <i>students who are a year or more ahead in mathematics.</i> | | |
| Advanced Mathematical Decision Making | 27.0850000 | 1.0 | 12 | See FCS placement guidelines | Study more in depth statistical information, summaries, and methods of designing and conducting statistical studies; analyze various voting processes, modeling of data, and basic financial decisions; and use network models for making informed decisions |
| Pre-Calculus | 27.0974000 | 1.0 | 12 | Successful completion of one semester of Algebra II | Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in eight units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are introduced and developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. |
| AP Calculus AB | 27.0720010 | 1.0 | 11 – 12 | See FCS placement guidelines | Real numbers and the Cartesian plane; review of functions, limits and their properties; derivatives, differentiation, and application; anti-derivatives and indefinite integration; area and definite integrals; integration by substitution; the Trapezoidal rule; logarithmic, exponential and other transcendental functions; and applications and methods of Integration 47 min/night as reported by 51 respondents |
| AP Calculus BC | 27.0730010 | 1.0 | 11 – 12 | See FCS placement guidelines | Review of functions, limits, and their properties; differentiation and integration; applications of differentiation; logarithmic, exponential, and other transcendental functions; applications of integration and integration techniques; improper integrals; and L'Hôpital's Rule 47 min/night as reported by 23 respondents |
| AP Statistics | 27.0740010 | 1.0 | 11 – 12 | See FCS placement guidelines | Introduction to statistics, descriptive statistics, probability; probability distributions, and normal probability distributions; estimates and sample size; hypothesis testing; inferences from two samples; correlation and regression; multinomial experiments; analysis of variance; statistical process control; nonparametric statistics; and design and sampling 51 min/night as reported by 10 respondents |
| College Linear Algebra College Multivariable Calculus Year-long enrollment required (via Ga Tech Distance Learning @ RHS) | 27.0D20400 27.0C23400 | 1.0 1.0 | 12 | See FCS placement guidelines Application to Georgia Tech | <i>For information please contact Georgia Tech Admissions office by phone at (404) 894-4154 or by email at http://admiss.gatech.edu/dcp/</i> <i>Enrollment in this class is controlled strictly by Georgia Tech. Successful completion of AP Calculus does not guarantee enrollment.</i> |

NON-DEPARTMENTAL COURSES

| Course Title | Course # | Credit | Grade(s) | Prerequisite(s) | Major Topics |
|---|------------|--------|----------|--|---|
| SAT Prep | 35.0660001 | 0.5 | 11 | None | Topics in language arts and mathematics and selected test-taking strategies related to successful test-taking |
| AP Seminar | 35.0900010 | 1.0 | 10, 11 | | The course engages students in cross curricular conversations in which they explore the complexities of academic and real world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual perspectives, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence based arguments. |
| Peer Facilitation | 35.0410001 | 0.5 | 12 | Application, Behavior, attendance, interview | Assistance with office duties; interacting with adults in an office setting |
| TI/Mentorship See Career Tech WBL | | | | | |

PERFORMING ARTS

| Course Title | Course # | Credit | Grade(s) | Prerequisite(s) | Major Topics |
|---|------------|--------|----------|--|---|
| Acting 1 | 52.0610000 | 1.0 | 9-12 | None | This is a year-long introduction to acting class. Beginning actors will be exposed to several different performance styles and methods which will improve their performance skills. This course uses theatre to encourage cooperative learning, team work, organization, and leadership skills. Theatre's forte is in the emotional arena, where participants are able to not only express emotion in a safe environment, but more pertinently, able to learn how to calibrate their emotional responses to various stimuli. The class allows all students the opportunity to perform on a regular basis. |
| Technical Theatre 1 | 52.0410000 | 1.0 | 9-12 | None | This year-long course teaches all the technical elements of theatre. Students get hands-on experience in these technical elements: set construction and painting, stage management, lighting, costuming, makeup and sound. Project-based instruction encourages students to design technical elements and to become crew members and leaders working on actual school productions presented on the RHS stage. |
| Technical Theatre 2 | 52.0420000 | 1.0 | 10-12 | Technical Theatre 1 | |
| Technical Theatre 3 | 52.0430000 | 1.0 | 11-12 | Technical Theatre 2 | |
| Technical Theatre 4 | 52.0440000 | 1.0 | 12 | Technical Theatre 3 | |
| Advanced Drama 1 | 52.0510000 | 1.0 | 9-12 | Interview <i>or</i> Audition ONLY | Advanced Drama is a yearlong course that offers hands-on experience in the artistic, technical, managerial, and financial elements of a dramatic production. Students will be part of the production company and each will take responsibility for key elements of productions throughout the year, taking a show from planning to completion. This course is for the dedicated theatre student. |
| Advanced Drama 2 | 52.0520000 | 1.0 | 10-12 | Advanced Drama 1 | |
| Advanced Drama 3 | 52.0523000 | 1.0 | 11-12 | Advanced Drama 2 | |
| Advanced Drama 4 | 52.0524000 | 1.0 | 12 | Advanced Drama 3 | |
| Musical Theatre 1 | 52.0310000 | 1.0 | 10-12 | Successful completion of a previous chorus or drama course in high school AND audition | This yearlong class introduces students to the style, characteristics, and elements of Musical Theatre. We will explore various styles and techniques of dance and music, and discover how dance and the voice are used to tell stories. Students will learn about possible careers in musical theatre, and have the opportunity to perform in a musical. |
| Musical Theatre 2 | 52.0320000 | 1.0 | 11-12 | | |
| Film 101 (DA/Film/Video/TV 1) | 52.0710001 | 0.5 | 9-12 | None | The study of classic films such as Star Wars as well as other contemporary films. Students view films in a variety of genres such as drama, horror, comedy and western. Students watch and discuss a variety of films within these genres. They also have the opportunity to share their favorite films with classmates. One of the most enjoyable projects in the class is the ability to create (as a group or individually) a short original film. |
| Beginning Guitar 1 | 53.0841001 | 0.5 | 9-12 | None | Beginning to intermediate guitar techniques with a heavy emphasis on learning pop/rock songs from guitar tablature. Songwriting/composition, blues improvisation, and soloing will be covered. Reading music at a basic level will be introduced. Ongoing music theory. Course culminates in mandatory group recital at the end of the semester. |
| Beginning Guitar 2 | 53.0842001 | 0.5 | 9-12 | Beginning Guitar 1 | Intermediate to advanced guitar techniques with a heavy emphasis on classical guitar and advanced pop/rocks songs. Songwriting/composition, improvisation, and soloing will be covered. Students expected to read music and tablature at a higher level. Ongoing music theory. Course culminates in |
| Beginning Guitar 3 | 53.0843001 | 0.5 | 10-12 | Beginning Guitar 2 | |

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| | | | | | mandatory group recital at the end of the semester. |
| Beginning Keyboard Technique 1 (Piano) | 53.0941001 | 0.5 | 9-12 | None | Basic piano techniques, note reading, styles of piano playing, and music theory |
| Beginning Keyboard Technique 2 | 53.0942001 | 0.5 | 9-12 | Keyboard 1 | More piano techniques, note reading, styles of piano playing, and music theory |
| Beginning Keyboard Technique 3 | 53.0943001 | 0.5 | 10-12 | Keyboard 2 | More piano techniques, note reading, styles of piano playing, and music theory |
| Beginning Keyboard Technique 4 | 53.0944001 | 0.5 | 10-12 | Keyboard 3 | More piano techniques, note reading, styles of piano playing, and music theory |
| Intermediate Women's Chorus | 54.0251000 | 1.0 | 9-12 | Teacher Recommendation or Middle School Chorus | Intermediate performance literature, performance skills, sight reading, analysis, technical skills, and performance evaluations. Stresses individual progress and group experiences. Performances and rehearsals beyond classroom instruction are required. |
| Advanced Women's Chorus | 54.0261000 | 1.0 | 9-12 | Intermediate Women's Chorus or Middle School Chorus and audition | Advanced performance literature, performance skills, sight reading, analysis, technical skills, and performance evaluations. Stresses individual progress and group experiences. Performances and rehearsals beyond classroom instruction are required. |
| Advanced Men's Chorus | 54.0291000 | 1.0 | 9-12 | Teacher Recommendation or Middle School Chorus | Intermediate performance literature, performance skills, sight reading, analysis, technical skills, and performance evaluations. Stresses individual progress and group experiences. Performances and rehearsals beyond classroom instruction are required. |
| Chamber Chorus | 53.0741000 | 1.0 | 10-12 | Completion of one year of Intermediate Women's Chorus or Intermediate Men's Chorus and audition | Mastery performance literature, performance skills, sight reading, analysis, technical skills, and performance evaluations. Stresses individual progress and group experiences. Performances and rehearsals beyond classroom instruction are required. |
| Vocal Jazz Ensemble | 53.0661000 | 1.0 | 10-12 | Completion of one year of Advanced Women's Chorus or Intermediate Men's Chorus and audition | Intermediate Jazz literature, history of jazz, sight reading, technical skills, vocal improvisation, creativity, dance, and performance evaluations. Stresses individual progress and group experiences. Performances and rehearsals beyond classroom instruction are required. |
| Intermediate Band | 53.0371000 | 1.0 | 9-12 | Current Enrollment in Band or Audition | Concert Band. Sight-reading, analysis of level II and III concert band literature, and performance (3-4 concerts and possible GMEA Performance Evaluation) |
| Advanced Band | 53.0381000 | 1.0 | 9-12 | Current Enrollment in Band and Audition | Symphonic Band. Sight-reading, analysis of level III and IV concert band literature, and performance (3-4 concerts and GMEA Performance Evaluation) |
| Mastery Band | 53.0391000 | 1.0 | 9-12 | Current Enrollment in Band and Audition | Wind Ensemble. Sight-reading, analysis of level IV, V, and VI concert band literature, and performance (3-4 concerts and participation in the GMEA Performance Evaluation) |
| Percussion Ensemble | 53.0761000 | 1.0 | 9-12 | Current Enrollment in Band and Audition | Sight-reading, analysis of concert band literature, and performance (3-4 concerts with Advanced Bands 2, 3, and 4 and participation in the GMEA Performance Evaluation as well as percussion ensemble concerts) |
| Beginning Orchestra | 53.0582000 | 1.0 | 9-12 | Teacher Recommendation or Current Enrollment | Freshman Orchestra Sight-reading; analysis of level II and III orchestra literature; |

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| | | | | in Orchestra | performance (3-4 concerts and participation in GMEA Performance Evaluation Festival) |
| Intermediate Orchestra | 53.0583000 | 1.0 | 9-12 | Teacher Recommendation <i>or</i> Current Enrollment in Orchestra | Sinfonia Orchestra Sight-reading; analysis of level II and III orchestra literature; performance (3-4 concerts and participation in GMEA Performance Evaluation Festival) |
| Advanced Orchestra | 53.0581000 | 1.0 | 9-12 | Teacher Recommendation <i>or</i> Current Enrollment in Orchestra | Philharmonic Orchestra Sight-reading; analysis of level III and IV orchestra literature; performance (3-4 concerts and participation in GMEA Performance Evaluation Festival) |
| Mastery Orchestra | 53.0591000 | 1.0 | 9-12 | Audition | Chamber Orchestra Sight-reading; analysis of level V and VI orchestra literature; performance (3-4 concerts and participation in GMEA Performance Evaluation Festival) |
| AP Music Theory | 53.0230010 | 1.0 | 11-12 | Completion of 2 years of high school band, chorus, guitar, or orchestra Current enrollment in music class 85+ average in most recent music course Teacher Recommendation | The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of: aural skills, listening exercises, sight-singing skills, performance exercises, and written skills through written exercises, compositional skills, creative exercises, analytical skills, and analytical exercises 28 min/night as reported by 7 respondents |

PHYSICAL EDUCATION

| Course Title | Course # | Credit | Grade(s) | Prerequisite(s) | Major Topics |
|--|--|----------------|----------|--------------------|--|
| General Health (Suggested for 9 th graders) | 17.0110001 | 0.5 | 9 | None | Wellness concepts, human sexuality, State ADAP requirements, CPR training, first aid procedures, safety practices, and responsibility for health decisions |
| Personal Fitness (Required for graduation) | 36.0510001 | 0.5 | 9-12 | None | Personal fitness program, stress management, fitness games, nutrition, and weight training |
| Weight Training | 36.0540001 | 0.5 | 9-12 | None | Individual weight training program |
| Intermediate Weight Training | 36.0540002 | 0.5 | 9-12 | Weight Training | Intermediate weight training program |
| Physical Conditioning, Football | 36.0520000 year-long 36.0520001 Fall only | 1.0 0.5 | 9-12 | Football players | Team-Specific weight training program |
| Recreational Games | 36.0270001 | 0.5 | 9-12 | None | Table tennis, badminton, pickleball, horseshoes, Frisbee games, and other games |
| Intermediate Recreational Games | 36.0370001 | 0.5 | 9-12 | Recreational Games | Intermediate table tennis, badminton, pickleball, horseshoes, Frisbee games, and other games |
| Lifetime Sports | 36.0220001 | 0.5 | 9-12 | None | Tennis, golf, softball, and volleyball and other games |
| Intermediate Lifetime Sports | 36.0320001 | 0.5 | 9-12 | Lifetime Sports | Intermediate tennis, golf, softball, and volleyball and other games |
| General PE 2 | 36.0120001 | 0.5 | 9-12 | None | Flag football, basketball, soccer, team handball, and other games |
| General PE 3 | 36.0130001 | 0.5 | 9-12 | General PE | Int. flag football, basketball, soccer, team handball, and other games |
| Body Sculpting | 36.0560001 | 0.5 | 9-12 | None | Provides methods to redefine body shape through specific exercises <i>Based on the American College of Sports Medicine guidelines for fitness and conditioning programs, this course covers weight training, conditioning exercises, and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, and overall condition of the body and energy levels</i> |
| Athletic Training | 36.0150001 | 0.5 | 10-12 | None | Introduction to evaluation and treatment of athletic injuries Rehabbing, taping, and prevention techniques of many common sports injuries will be covered |
| Outdoor Education | 36.0250001 | 0.5 | 11-12 | None | Outdoor safety/survival, archery, outdoor cooking, team and individual sporting activities including: soccer, ultimate Frisbee, volleyball, and table tennis. Some dressing out will be required. |

SCIENCE

| Course Title | Course # | Credit | Grade(s) | Prerequisite(s) | Major Topics |
|-----------------------|------------|--------|----------|---|---|
| Earth Systems | 40.0640000 | 1.0 | 9 | Recommendation from eight grade science teacher for a ninth grade only course | Connections among Earth's systems (atmosphere, hydrosphere, and geosphere); the Earth's landscapes, ecology, and resources; phenomena fundamental to geology and physical geography (including the early history of Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and history of life on Earth) |
| Biology | 26.0120000 | 1.0 | 9-11 | None | Science lab skills and lab safety, research skills, nature of biology, cellular biology, matter energy relationships, biochemistry, genetics, theory of evolution, classification systems, and ecology |
| Biology Honors | 26.0120040 | 1.0 | 9 | See FCS placement guidelines | Science lab skills and lab safety, research skills, nature of biology, cellular biology, matter energy relationships, biochemistry, genetics, theory of evolution, classification systems, ecology and the human body 62 min/night as reported by 67 respondents |
| Chemistry | 40.0510000 | 1.0 | 10-11 | See FCS placement guidelines | Inquiry, process skills and problem solving, classification and conservation of matter, atomic structure and patterns of reactivity, electron configuration, nuclear chemistry, bonding and formation of compounds, chemical equations, phases change, equilibrium, kinetics, and thermodynamics NOTE: Students who complete Chemistry will NOT be recommended for Physical Science |
| Chemistry Honors | 40.0510040 | 1.0 | 10-11 | See FCS placement guidelines | Tools of mathematics, scientific method, mole concept, chemical reactions and gas laws, kinetic relationships, solubility, periodic table, analytical chemistry, electron configuration, atom composition and radioactivity, chemical bonding, organic chemistry, equilibrium, and oxidation 43 min/night as reported by 103 respondents |
| Physics | 40.0810000 | 1.0 | 11-12 | See FCS placement guidelines | Science process skills and lab safety, mechanics, Newton's laws, force, motion, work / power, phases of matter, thermodynamics, energy transformation and conservation, waves, sound, light, electricity, magnetism, particle theory, atomic structure and nuclear energy |
| Environmental Science | 26.0611000 | 1.0 | 11-12 | See FCS placement guidelines | The study of many components of our environment including the flow of energy and the cycling of matter, the interconnection of all life, the stability and change in an ecosystem, conservation and resource allocation, and evaluation of human activity and technology. Instruction focuses on student data collection and analysis, and interpretation of data gathered on global concepts |
| Earth Systems | 40.0640000 | 1.0 | 11-12 | See FCS placement guidelines | Connections among Earth's systems (atmosphere, hydrosphere, and geosphere); the Earth's landscapes, ecology, and resources; phenomena fundamental to geology and physical geography (including the early history of Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and history of life on Earth) |
| AP Physics 1 | 40.0831010 | 1.0 | 11-12 | See FCS placement guidelines | Equivalent to a first semester college course in algebra based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work energy and power, mechanical waves, sound, optics, electricity, magnetism, and electrical circuits. |

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| | | | | | 32 min/night as reported by 54 respondents |
| AP Physics 2 | 40.0832010 | 1.0 | 11-12 | See FCS placement guidelines | Equivalent to a second semester college course in algebra based physics. This course covers Electrostatics, Electric Circuits, Magnetism, Electromagnetic Induction, Thermodynamics, Fluids, Geometric and Physical Optics, Quantum Physics, Atomic and Nuclear Physics |
| AP Physics C Mechanics AND Electricity/Magnetism Note: Students must sign up for BOTH semester-long courses. | 40.0841011 40.0842012 | 1.0 | 11-12 | See FCS placement guidelines | This is a yearlong course, made up of two semesters where you will learn to apply differential and integral calculus in order to solve problems with the following concepts: classical mechanics, Newton's Laws of Motion, work energy and power, systems of particles and linear momentum, circular motion, rotation, oscillations, gravitation, electrostatics, electric circuits, conductors, capacitors, dielectrics, magnetic fields, and electromagnetism. Calculus completion is required. Previous physics exposure is a plus, but not required. 34 min/night as reported by 19 respondents |
| AP Chemistry | 40.0530010 | 1.0 | 11-12 | See FCS placement guidelines | Atomic theory, structure of matter, bonding, gases, stoichiometry, liquids, solids, solutions, equilibrium, kinetics, thermodynamics, reaction types, nuclear, organic and qualitative analysis 52 min/night as reported by 40 respondents |
| AP Biology | 26.0140010 | 1.0 | 11-12 | See FCS placement guidelines | Biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, ecology, taxonomy and systems, survey of monera, protista, fungi, plants and animals 38 min/night as reported by 10 respondents |
| AP Environmental Science | 26.0620010 | 1.0 | 11-12 | See FCS placement guidelines We recommend: 85+ in Chemistry or 80+ in Chem Honors AND 90+ in Biology or 85+ in Bio Honors | The emphasis of the course is on the comprehension of the interrelatedness of the natural systems and processes that keep our planet functioning and how human activities alter the dynamics of these systems. Ultimately the underlying focus will always lead to sustainability and better understanding how we can live with our planet, not just on it. Key themes include the living world, earth systems, sustainability, resource use, population growth, pollution, and global change. Scientific principles, concepts, and methodologies will be utilized to understand the interrelationships of the natural world, identify and analyze environmental problems, examine and evaluate relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Through a variety of laboratory work and field investigations, students will learn methods for analyzing and interpreting information, experimental data, and mathematical calculations. Students will be required to collect data, apply mathematical analysis and interpretation, and data interpretation. NOTE: Calculators are not permitted on the AP Exam for this course. 37 min/night as reported by 75 respondents |
| Forensic Science | 40.0930000 | 1.0 | 11-12 | 75+ in Chemistry AND 80+ in Biology or 75+ in Biology Honors | The Forensic Science curriculum is designed to build upon science concepts and to apply science to the investigation of crime scenes. 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. |
| Astronomy | 40.0210000 | 1.0 | 11-12 | See FCS placement guidelines | Study of astronomy, including measurement and motion, celestial clocks, the moon, solar system, stars, sun, Milky Way and other galaxies, and theories of cosmology |
| Human Anatomy & Physiology | 26.0730000 | 1.0 | 12 | See FCS placement guidelines | Science process and research skills, body organization, skeletal system, muscular and nervous systems, endocrine system, reproductive and urinary systems, circulatory and |

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| | | | | | respiratory systems, digestive and integumentary system |
| Human Anatomy & Physiology Honors | 26.0730040 | 1.0 | 12 | See FCS placement guidelines | Science process and research skills, body organization, skeletal system, muscular and nervous systems, endocrine system, reproductive and urinary systems, circulatory and respiratory systems, digestive and integumentary system 49 min/night as reported by 20 respondents |

SOCIAL STUDIES

| Course Title | Course # | Credit | Grade(s) | Prerequisite(s) | Major Topics |
|--|------------------------------|----------------|--------------|--|---|
| World History | 45.0830000 | 1.0 | 10 | None | Prehistoric culture, ancient civilizations, classical civilizations, the medieval world, the Age of Exploration, Enlightenment, French Revolution, decline of colonial empires in America, Industrial Revolution, nationalism and imperialism, totalitarianism, WWI, WWII, and the modern world |
| AP World History | 45.0811010 | 1.0 | 10 | See FCS placement guidelines | <p>The evolution of global processes and contacts in interaction with different types of human societies; the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies</p> <p>Concurrent enrollment in 10th Lit/Composition Honors is strongly encouraged as this course has extensive essay composition requirements.</p> <p style="color: red;">58 min/night as reported by 48 respondents</p> |
| U. S. History | 45.0810000 | 1.0 | 11 | None | Colonization, the revolutionary and colonial eras, manifest destiny, Civil War and reconstruction, urbanization and Industrialism, progressive era, imperialism, WWI & WWII, The Cold War, Vietnam, and the Decades of 1950 – 2000 |
| AP U.S. History | 45.0820010 | 1.0 | 11 | See FCS placement guidelines | <p>Multicultural heritage, Colonial period, American Revolution, Jacksonian Democracy and sectionalism, Civil War and Reconstruction, Triumph of the American Nation, Gilded Age, Progressivism and immigration, Great Depression and New Deal, Labor movement, Civil Rights and women's movement, World Wars I and II, Cold War, and New World Order</p> <p>Concurrent enrollment in Honors level Lit/Composition is strongly encouraged.</p> <p style="color: red;">47 min/night as reported by 108 respondents</p> |
| American Government & Civics | 45.0570001 | 0.5012 | 12 | None | Political philosophies that influenced the foundations of U.S. government and why countries develop different forms of government globally; U.S. constitutional principles and the branches of government; and factors influencing the political process. Students will construct and evaluate arguments, use documents and other primary source data to analyze point of view and understand and interpret information, and write document-based and comparative analysis essays |
| AP U.S. Gov. & Politics AP Comparative Gov. & Politics Note: Students must sign up for BOTH semester-long courses. | 45.0520011 45.0530011 | 0.5 0.5 | 12 12 | 85+ average in previous AP Social Studies course 90+ average in previous on-level Social Studies course Teacher Recommendation or AP Application | <p>A <u>year-long</u> class that fulfills the requirements for <u>both the U.S. and Comparative Government AP exams</u>. Countries studied include: the United States, Great Britain, Russia, China, Mexico, Iran, and Nigeria. Topics include: elections, political parties, policy-making, government institutions (such as the Presidency, the legislature, and the courts), civil liberties, and globalization.</p> <p style="color: red;">31 min/night as reported by 17 respondents</p> |
| Economics | 45.0610001 | 0.5 | 12 | None | Supply and demand, market forces, money, banking and capital, |

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| | | | | | organization of natural resources, the national economy and global interdependence |
| AP Micro Economics (1st Semester Only) | 45.0630011 | 0.5 | 12 | See FCS placement guidelines | Basic economic concepts; introduction to international economics; introduction to macroeconomics; in-depth study of the nature and functions of product markets (consumer behavior, market costs), Theory of the firm (optimal production and pricing) and Resource Markets (wages and profits) |
| AP Macro Economics (2nd Semester Only) | 45.0620011 | 0.5 | 12 | | In-depth study of national economies including creation of money by commercial banks, measurements of growth, unemployment, inflation, fiscal & monetary policy, and aggregate supply and demand NOTE: This <u>year-long</u> course combines AP Micro with AP Macro, fulfilling the Economics graduation requirement. The End-Of-Course-Test is administered at the end of the course. 29 min/night as reported by 103 respondents |
| AP Macro Economics (2nd Semester Only) | 45.0620011 | 0.5 | 12 | See FCS placement guidelines | Basic economic concepts; introduction to international economics; introduction to microeconomics; in-depth study of national economies including creation of money by commercial banks, measurements of growth, unemployment, inflation, fiscal & monetary policy, and aggregate supply and demand |
| AP Human Geography | 45.0770010 | 1.0 | 9 | See FCS placement guidelines | Systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface; Students will examine social organization, environmental consequences, & tools geographers use in their science and practice. This class will help to strengthen geographic knowledge & skills necessary to understand the roles, responsibilities, and relationships of people & places throughout the world – past, present, and future. Concurrent enrollment in Honors level Lit/Composition is strongly encouraged. 76 min/night as reported by 66 respondents |
| Current Issues | 45.0120001 | 0.5 | 9-12 | None | Analyze & discuss Current Issues in the news through various class activities and projects. Main areas of study include but are not limited to International Affairs, Domestic Affairs, Technology, & the Environment. Students will also work to improve presentation skills in anticipation of future post-secondary opportunities. |
| Sociology | 45.0310003 | 0.5 | 9-12 | None | Subcultures; group behavior, social issues; environment and technology; homeless and unemployment; responsibility of dissent; drug abuse and American culture; social response to poverty; prejudice and discrimination; crime and deviance in American culture |
| Local History | 45.0860001 | 0.5 | 9-12 | None | Students will study the founding and early history of Roswell, its contribution to the Civil War, and its influential residents over its history. In addition, students will perform personalized historical research on a person or plot of land through the city's history. |
| World Studies (20th Century Germany) | 45.0920002 | 0.5 | 9-12 | None | Origin of modern Germany, WWI, appeasement and the rise of Hitler, European Theater of Operations during WWII Class reading includes <i>Band of Brothers</i> , by Stephen Ambrose, which follows Easy Company from its birth in Toccoa, GA to England, France, Holland, Belgium, and Germany through to the end of the war in 1945. |

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| U. S. History In Film | 45.0812001 | 0.5 | 9-12* *best suited for 11 th and 12 th grade | None | The production, distribution, exhibition, and audience and critic viewings of fictional films will be investigated to fully evaluate their roles as historical evidence. A major goal of this course is determining what is valid in contemporary films and historical dramas and what these films say about the people who create them, the politics behind their creation, and how they reflect the values, ideas, and larger historical issues of the times in which they were created. Students in this course will 1) view movies on various topics, 2) participate in inner/outer Socratic seminar discussions, and 3) write essays comparing film evidence to information in more traditional sources, such as articles, textbooks, and critical commentaries. |
| AP Psychology | 45.0160010 | 1.0 | 12 | 85+ average in previous AP Social Studies course 90+ average in previous on-level Social Studies course Teacher Recommendation | Development, behavior, personality, sensation, perception, learning, cognition, motivations, emotions, testing, abnormalities 43 min/night as reported by 41 respondents |

TALENTED AND GIFTED (TAG)

| Course Title | Course # | Credit | Grade(s) | Prerequisite(s) | Major Topics |
|---------------------------------|----------------------------|--------|----------|--|---|
| Directed Study | 70.2320001 (semester 1) | 0.5 | 9-12 | Approval of TAG teacher | Directed Studies may be taken in all academic areas. Student and teacher will write a curriculum contract that lists goals, objectives, and requirements for assessment for an in-depth study of the student's topic of interest. |
| Directed Study | 70.2320002 (semester 2) | 0.5 | 9-12 | Students must have a signed Directed Study approval form. Please obtain the form from the TAG Office. | |
| Gifted Career Internship | 70.2210001 (semester 1) | 0.5 | 11-12 | Approval of TAG teacher | Students are matched with professionals in a student-selected field that they are considering for a career. They have an opportunity to apply classroom learning in an active workplace while gaining experience and insight about the professional world. Students will leave the school for one or two periods a day. The Internship will count as either one or two of their regular elective courses during the semester. |
| Gifted Career Internship | 70.2210002 (semester 2) | 0.5 | 11-12 | TAG Seminar "Hire Me" | |

WORLD LANGUAGES

| Course Title | Course # | Credit | Grade(s) | Prerequisite(s) | Major Topics |
|---------------------------|------------|--------|----------|------------------------------|---|
| French 1 | 60.0110000 | 1.0 | 9-12 | None | Sound systems, French alphabet, familiar words and phrases, greetings, family and friends, numbers and time, dates, weather/seasons, food/meals, city life, shopping, leisure, and culture |
| French 2 | 60.0120000 | 1.0 | 9-12 | French 1 | Leisure activities, weather, numbers, celebrations, clothing, shopping, holidays, vacations, house and home, household chores, and culture |
| French 2 Honors | 60.0120040 | 1.0 | 9-12 | See FCS placement guidelines | In-depth study of all topics in French 2 with more emphasis on listening and speaking proficiency and additional supplemental reading and writing 23 min/night as reported by 18 respondents |
| French 3 | 60.0130000 | 1.0 | 9-12 | French 2 | Daily routines, family relations, history, geography, travel, accommodations, festivals, leisure time, food, current events, careers, aspects of art and literature |
| French 3 Honors | 60.0130040 | 1.0 | 9-12 | See FCS placement guidelines | In-depth study of all topics in French III; social situations, foreign travel, opinions and feelings, aesthetic pursuits 31 min/night as reported by 29 respondents |
| French 4 | 60.0140000 | 1.0 | 10-12 | French 3 | Listening, speaking, and writing skills developed through contemporary cultural and conversational dialogues, skits, presentations, and discussions |
| French 4 Honors | 60.0140040 | 1.0 | 10-12 | See FCS placement guidelines | Pre-AP course emphasizing listening comprehension, speaking proficiency, vocabulary development and writing skills 32 min/night as reported by 22 respondents |
| AP French Language | 60.0170010 | 1.0 | 11-12 | See FCS placement guidelines | College level course. Study of the contemporary and historical francophone world based on 6 Global Themes. Students integrate language, content, and culture to develop speaking, listening, reading and writing communication skills. Entire class is in French 34 min/night as reported by 15 respondents |
| French 5 | 60.0150000 | 1.0 | 11-12 | French 4H or AP French | The level 5 course focuses on the four language skills of understanding, speaking, reading, and writing based on culturally relevant themes. The course includes study of literature, history, film, contemporary topics, and personalized study designed to prepare students for college-level courses including AP. |
| Spanish 1 | 60.0710000 | 1.0 | 9-12 | None | Numbers, weather, colors, celebrations, family, routines, self, school, clothing, shopping, food, transportation, body parts, health/emotions, animals, leisure time, sports, geography |
| Spanish 2 | 60.0720000 | 1.0 | 9-12 | Spanish I | Greetings and introductions, conversational starters, food/meals, celebrations, beach activities, leisure time, travel, and Spanish culture |
| Spanish 2 Honors | 60.0720040 | 1.0 | 9-12 | See FCS placement guidelines | In-depth study of all topics in Spanish 2 with more emphasis on listening and speaking proficiency and additional supplemental reading and writing 23 min/night as reported by 48 respondents |
| Spanish 3 | 60.0730000 | 1.0 | 9-12 | Spanish 2 | Vacations and hobbies, health and diet, urban life and culture/music, geography and politics/citizenship, clothing and celebrations, occupations, job search/interviews, Latin American and Spanish culture |
| Spanish 3 Honors | 60.0730040 | 1.0 | 9-12 | See FCS placement guidelines | In-depth study of all topics in Spanish 3 with emphasis on listening and speaking proficiency and additional supplemental reading selections 33 min/night as reported by 23 respondents |
| Spanish 4 | 60.0740000 | 1.0 | 10-12 | Spanish 3 | Listening, speaking, and writing skills developed through contemporary cultural and conversational dialogues, skits, presentations, and discussions |
| Spanish 4 Honors | 60.0740040 | 1.0 | 10-12 | See FCS placement guidelines | Pre-AP course emphasizing listening comprehension, speaking proficiency, vocabulary development and writing skills 30 min/night as reported by 36 respondents |

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|----------------------------|------------|-----|-------|------------------------------|---|
| AP Spanish Language | 60.0770010 | 1.0 | 11-12 | See FCS placement guidelines | College level course. Study of the Spanish speaking world based on six global themes. Students integrate language, content, and culture to develop speaking, listening, reading, and writing communication skills. Entire class is in Spanish. 43 min/night as reported by 15 respondents |
| Spanish 5 | 60.0750000 | 1.0 | 11-12 | Spanish 4H or AP Spanish | The level 5 course focuses on the four language skills of understanding, speaking, reading, and writing based on culturally relevant themes. The course includes study of literature, history, film, contemporary topics, and personalized study designed to prepare students for college-level courses including AP. |
| Japanese 1 | 62.0310000 | 1.0 | 9-12 | None | Introduction to writing system, greetings, numbers, calendar, classroom instructions, family member, food and drink, likes and dislikes, hobbies, invitations and suggestions, daily/weekend activities |
| Japanese 2 | 62.0320000 | 1.0 | 9-12 | Japanese 1 | School subjects, wellness, shopping, lunch time, school rules, driving |
| Japanese 2 Honors | 62.0320040 | 1.0 | 9-12 | See FCS placement guidelines | In-depth study of all topics in Japanese 2 with greater emphasis on additional vocabulary and speaking/writing skills 26 min/night as reported by 15 respondents (from Fall 2018) |
| Japanese 3 | 62.0330000 | 1.0 | 10-12 | Japanese 2 | Restaurants, wellness, holidays, jobs, sports, giving directions, Japanese cooking and folktales |
| Japanese 3 Honors | 62.0330040 | 1.0 | 10-12 | See FCS placement guidelines | In-depth study of all topics in Japanese 3 with heavy emphasis on additional vocabulary and speaking/writing skills 24 min/night as reported by 13 respondents (from Fall 2018) |
| Japanese 4 Honors | 62.0340040 | 1.0 | 11-12 | See FCS placement guidelines | Study abroad including exposure to Japanese language, home life, foods, entertainment Travel to Tokyo, Hiroshima, Nagasaki, and Okinawa 35 min/night as reported by 11 respondents (from Fall 2018) |
| Japanese 5 Honors | 62.0350040 | 1.0 | 12 | See FCS placement guidelines | College-level Kanji, Honorific language, Japanese animation, campus life, public speaking (written and oral) 39 min/night as reported by 5 respondents (from Fall 2018) |
| German 2 | 61.0120000 | 1.0 | 9-12 | German 1 | School and daily routines, clothing, travel, shopping, weather, transportation, holidays and vacation. |
| German 2 Honors | 61.0120040 | 1.0 | 9-12 | See FCS placement guidelines | In depth study of topics of German 2 with greater emphasis on listening, speaking and writing proficiency, including supplemental and enrichment activities 37 min/night as reported by 11 respondents |
| German 3 | 61.0130000 | 1.0 | 9-12 | German 2 | Health, fitness, leisure, relationships, goals and expectations, future plans and travel |
| German 3 Honors | 61.0130040 | 1.0 | 9-12 | See FCS placement guidelines | A more in-depth study of topics of German 3 with more emphasis on listening, speaking and writing proficiency 40 min/night as reported by 17 respondents |
| German 4 | 61.0140000 | 1.0 | 10-12 | German 3 | Listening, speaking, and writing skills developed through cultural topics and conversational dialogues, projects, presentations, and discussions |
| German 4 Honors | 61.0140040 | 1.0 | 10-12 | See FCS placement guidelines | A more in-depth study of topics of German 4 with greater enrichment in reading and writing skills 20 min/night as reported by 10 respondents |
| AP German Language | 61.0170010 | 1.0 | 11-12 | See FCS placement guidelines | Study of the German speaking world based on six global themes. Students integrate language, content, and culture to develop speaking, listening, reading, and writing communication skills. Entire class is in German. 27 min/night as reported by 5 respondents |
| German 5 | 61.0150000 | 1.0 | 11-12 | German 4H or AP German | The level 5 course focuses on the four language skills of understanding, speaking, reading, and writing based on culturally relevant themes. The course includes study of literature, history, film, contemporary topics, and personalized study designed to prepare students for college-level courses including AP. |