



**Salem High School  
Course Descriptions/  
Selection Guide**

**2020-2021**

### **Course Selection Process**

Counselors will provide information about the course selection process, class choices and graduation plans through classroom guidance. Parents will have the opportunity to meet with their student and their student's counselor to fill out the course request sheet. Students are reminded that some course offerings are tentative and dependent upon sufficient enrollment. Salem and RCA will work together to try and meet all course request. Sometimes it is not possible to get the exact course selected. It is extremely important, therefore, that alternate course choices be listed for elective course on the registration sheet.

**STUDENTS ARE REMINDED THAT THE MASTER SCHEDULE IS BUILT, AND ADJUSTMENTS ARE MADE BASED ON COURSE REQUEST. PLEASE MAKE YOUR SELECTIONS CAREFULLY.**

### **Schedule Change Policy**

Students and parents meet individually to determine courses for the following year. With the assistance of counselors, students have the opportunity to choose their own classes as well as alternate electives. Once the new school year begins, schedules will be made only for the following reasons:

1. A student is placed in a course in error.
2. A student fails a required course making a schedule change necessary for graduation
3. Additional credit was earned during the summer, making a schedule adjustment necessary.
4. A student is placed in a course and has not passed a pre-requisite course.
5. A level change (moving from honors to regular) may be made only if the student has demonstrated an effort to do well in the class. (Participating in class, asking question, attending tutorials) and with approval from the principal.

## **English Language Arts Courses**

### **9<sup>th</sup> Grade Literature & Composition**

#### **(Excel/Honors course available)**

This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form regarding interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

### **10<sup>th</sup> Grade Literature & Composition**

#### **(Excel/Honors Course available)**

This course focuses on a study of literary genres; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes regarding interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing in tenth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

### **11<sup>th</sup> Grade Literature & Composition (AP course available)**

This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

### **12<sup>th</sup> Grade Literature & Composition (AP Course available)**

This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also

demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

### **Dramatic Writing—provides 4<sup>th</sup> year Lit credit & a Fine Arts credit**

This course allows students to explore the film-writing field. Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing texts and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. Course includes an embedded credit of Advanced Composition in addition to the Fine Arts credit. Must pass the course to receive English credit.

### **AP Course Offerings -Language Arts**

#### **AP Language/Composition (American Literature/Composition - 11th grade)**

This course focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and

modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening,

#### **AP Literature/Composition (12th Grade AP English)**

The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice,

#### **Language Arts Electives**

#### **Speech/Oral & Written Communication—YEAR LONG**

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

### **Multicultural Literature—YEAR LONG**

This course is designed to foster language arts skills in the areas of grammar, literature analysis, communication, and composition (writing). The student will develop an understanding of historical context and the relevance of cultural philosophies that impact the diverse literary voices of America. The course will focus on the cultures of origin of diverse writers and the meaning of the literature they produce.

### **Journalism – YEAR LONG**

This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copy writing, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing.

### **Journalism – Yearbook—YEAR LONG**

The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing. **Must complete an application and have permission of the instructor to enroll.**

### **Shakespeare -1st Semester**

This course offers the skills students need to explore and study William Shakespeare's life and works. Through a survey of selected Shakespearean plays, students learn to read text accurately and imaginatively and to appreciate Shakespeare's dramatic dimensions. The plays

are reviewed via a range of media: text, film, audio recording, and live performance. Students develop the ability to interpret literature and complex ideas,

### **Mythology—2<sup>nd</sup> Semester**

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

**\*Course will possibly not be offered in 2020-2021**

## **Science Course Offerings**

### **Anatomy**

The human anatomy and physiology curriculum are designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life.

Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, healthcare and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.

### **Biology—required for graduation**

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

### **Chemistry**

The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more

abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

### **Environmental Science**

The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

### **\*AP Environmental Science**

AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems.

### **Forensic Science**

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

### **Physical Science**

The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. Must have demonstrated Math and Science skills at or above proficiency level.

### **Physics**

The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

### **Conceptual Physics**

Conceptual Physics offers students an opportunity to learn how to apply their knowledge of the scientific method by performing experiments involving the

elements, energy, force and motion.

Students will also develop critical thinking and problem-solving skills, which will be practiced during laboratory activities.

Successful completion of this course will be demonstrated by the student in his or her understanding of the underlying concepts of physical science, and his or her ability to use the laboratory to solve problems.

### **\*Oceanography**

This course introduces the students to the study of the ocean composition and structure, the dynamics of energy flow within the ocean system, and the impact of human interaction with the ocean systems. The basic concepts of physical, chemical, geologic and biological oceanography are addressed by discussions on marine mineral resources, ocean energy, living resources of the sea, marine pollution and ocean management. Student will acquire practical laboratory and field experiences through the reading of charts, making basic measurements of seawater chemistry, examination of coastal geology, wave and beach processes, and marine organisms and habitats.

### **\*Science Research**

Research I will develop projects that are mostly suggested or required by their teacher. It is expected that students will receive strong support from their teacher and their research projects could be completed on a time frame of weeks. Presentation of the projects developed at this level will happen mostly in a classroom setting or school site science fair.

\*Potential courses; offerings depend on demand

## **Math Courses**

### **Coordinate Algebra**

"The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied.

### **Analytical Geometry**

"This is the second in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas; transformations on the coordinate plane, the study of similarity, the study of circles, the study of quadratic functions (relationships to linear and exponential functions and circles), and the study of probability. "

### **Advanced Algebra**

"This is the third in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. It is in Advanced Algebra that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems."

### **Pre-Calculus**

This is the fourth in the sequence of secondary mathematics courses. It focuses on standards to prepare students for a more intense study of mathematics. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed. 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.

### **Statistical Reasoning**

This is a fourth mathematics course option for students who have completed Advanced Algebra which offers opportunities to strengthen the understanding of the statistical method of inquiry and statistical simulations.

### **College Readiness Math**

This is a fourth course option for students who are still struggling with high school mathematics standards essential for success in first year post-secondary mathematics courses required for non-STEM majors. The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Algebra II or Advanced Algebra for non-STEM majors, so the course will meet the needs of collegebound seniors who will not pursue STEM fields.

### **AP Calculus AB**

Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus. **Prerequisite: Pre-Calculus**



## **Social Studies**

### **Government – 9<sup>th</sup> Grade (Excel/Honors and AP courses available, per availability)**

An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.

### **World History – 10<sup>th</sup> Grade (Excel/Honors and AP Course available)**

A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.

### **United States History – 11<sup>th</sup> Grade (AP course available)**

Examines the history of the United States beginning with the British settlement of North America. The course's focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.

### **Economics – 12<sup>th</sup> Grade**

An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.

## **AP Course Offerings - Social Studies**

### **AP Human Geography (elective course)**

Explore how humans have understood, used, and changed the surface of Earth. You'll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use.

### **AP World History**

#### **(10<sup>th</sup> grade World History)**

Conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills.

### **AP United States History**

#### **(11<sup>th</sup> grade U.S. History)**

Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. (May substitute for 45.08100)

### **AP US Government**

Conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. (may substitute for 45.05700) Not offered 2019/2020

### **AP Psychology, (elective for 11<sup>th</sup>-12<sup>th</sup> grades)**

Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and

perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.

development in an interdependent world. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth).

## **Social Studies – ELECTIVES**

### **Current Issues – 1st Semester**

Analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. Integrates and reinforces social studies skills.

### **United States and World Affairs – 2nd Semester**

Focuses on global interrelationships, analyzing strategic geographic, political, economic and social issues that influence the United States' relationships with other countries in an interdependent world.

### **Psychology – 1ST SEMESTER**

This Course Investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders and research methods used in the study of psychology. Integrates and reinforces social studies skills.

### **Sociology – 2ND SEMESTER**

Course Investigates principles of sociology, the individual in groups, social institutions, social control and the use of research methods to examine social problems. Integrates and reinforces social studies skills.

### **Individual and the Law – 1ST SEMESTER**

Course analyzes the foundations and functions of the American legal system and examines types of laws, the individual's relationship to the law and major court decisions. Integrates and reinforces social studies skills.

### **World Geography 2ND SEMESTER**

Investigates regions of the world and how these regions influence the historical, economic, political and cultural

## **PE/Health Course Offerings**

### **Personal Fitness – Required**

Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness.

### **Health – Required**

Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. (Course may be fulfilled with multiple years of successful completion of MCJROTC.)

### **Weight Training/Advanced Weight Training – YEAR LONG**

Introduces weight training; emphasizes strength development training and proper lifting techniques. And includes fitness concepts for developing healthy lifetime habits.

### **Advanced**

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

### **Intro Team Sports/Intermediate Team Sports/Advanced Team Sports – YEAR LONG**

Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.

### **Marine Junior ROTC Pathway**

Successful completion of at least three units of credit in the Marine Corps JROTC program qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military services.

### **JROTC Marine Corps I**

This course includes program orientation and the initial classroom instruction and practical application. The course lays the foundations for the follow-on Leadership Education courses by teaching the basics of leadership, citizenship, personal growth and responsibility, career exploration, and general military subjects. Emphasis in the first semester is on introduction to leadership and citizenship. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. The performance standards of this course are based on the performance standards identified in the course for Marine Corps JROTC.

### **JROTC Marine Corps II**

This course includes classroom instruction and practical application of the tasks included in the training required for second-year Marine Corps JROTC cadets. The course builds on the foundations of Leadership Education I, with more emphasis in the area of General Military Subjects. Civilian Marksmanship Training and Land Navigation are introduced this semester. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. The performance standards of this course are based on the performance standards identified in the course for Marine Corps JROTC.

### **JROTC Marine Corps III**

This course includes classroom instruction and practical application of the tasks included in the training required for third-year Marine Corps JROTC cadets. In this first semester of LE III,

cadets are assigned more practical application instruction and assume leadership roles. The course builds on the foundations of Leadership Education I and Leadership Education II in the subjects of leadership, citizenship, personal growth and responsibility, career exploration, and general military subjects in greater detail and with greater emphasis on leading and assuming greater responsibilities and application of leadership skills. The development of core skills the cadets should master are integrated throughout the course. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. The performance standards of this course are based on the performance standards identified in the course for Marine Corps JROTC.

### **JROTC Marine Corps IV**

The first semester of LE IV includes classroom instruction and practical application of the more advanced tasks included in leadership training required for fourth-year Marine Corps JROTC cadets. The course emphasizes the application of the preceding three courses of Leadership Education by preparing the cadet for assuming his or her place as an informed and responsible citizen in United States society who can lead others effectively. LE-IV cadets are the senior leaders of the program and fully expected to conduct themselves accordingly. The development of core skills the cadets should master are integrated throughout the course. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. The performance standards of this course are based on the performance standards identified in the course for Marine Corps JROTC.

## **World Language Pathways**

### **Spanish**

#### **Spanish 1**

Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.

#### **Spanish 2**

Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.

#### **Spanish 3**

Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.

#### **Spanish 4**

Enhances Level Three skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures.

#### **AP Spanish**

This course is offered for well-qualified students who have complete four years or the equivalent of Spanish language study. It emphasizes

communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

### **French**

#### **French 1**

Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures.

#### **French 2**

Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures.

#### **French 3**

Enhances Level Two skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of French-speaking cultures.

#### **French 4**

Enhances Level Three skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in

an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities to develop a broader and more extensive understanding of French-speaking cultures.

## **Chinese**

### **Mandarin Chinese**

Provides students with an opportunity to delve into the language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way

## **CTAE (College, Technical and Agricultural Education) Pathways**

### **Business & Technology Pathway**

Business Communications & Presentation  
*(2020-2021 last year for the Business Communication pathway)*

#### **Introduction to Business & Technology**

"The course is designed for high school students as a gateway to the career pathways listed and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After

mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification

### **Business Communication & Presentation**

The goal of this course is to provide students with an understanding of communication skills and current and upcoming technology and its impact personally and professionally.

Competency will be developed in the areas of oral and written communication, interpersonal skills, and the use of current technology.

Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the core employability skills standards and the technical skill standards. **2020-2021 last year for the Business Communication pathway**

### **Entrepreneurship Pathway**

1. Introduction to Business & Technology
2. Legal Environment of Business
3. Entrepreneurship

#### **Introduction to Business & Technology**

The course is designed for high school students as a gateway to the career pathways listed and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions & choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects

throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification

### **Legal Environment of Business**

Legal Environment of Business is the second course in the Small Business Development Career Pathway. This course concentrates on the legal aspects of business ownership and management. Legal issues will include contracts, sales, consumer law, agency and employment law, personal and real property, risk management, environmental law, and government effects on business. The impact of ethics on business operations will be studied. International business principles are infused in the standards for Legal Environment of Business. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

### **Entrepreneurship**

This course concentrates on the management skills necessary for successful business operation. Students will study management strategies for developing and implementing business plans; structuring the organization; financing the organization; and managing

information, operations, marketing and human resources. International business principles are infused in the standards for Entrepreneurial Ventures. An integral component of the Entrepreneurial Ventures course is a school-based or community-based entrepreneurial venture that will engage students in the creation and management of a business and the challenges of being a small business owner. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace; field trips, and work-based learning activities can be incorporated in this course. Mastery of these standards through project-based learning and leadership development activities of FBLA will help prepare students with a competitive edge for the global marketplace.

### **Business Accounting Pathway**

1. Introduction to Business & Technology
2. Financial Literacy
3. Accounting

### **Introduction to Business & Technology**

The course is designed for high school students as a gateway to the career pathways listed and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions & choices through the knowledge and skills



acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.

### **Financial Literacy**

Students need to be informed about their financial responsibilities today and to prepare for the real choices ahead. In this course they will learn about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. Business partnerships with financial companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace. (May also be taken as a general elective course for non-Accounting students)

### **Accounting**

Students perform accounting activities for sole proprietorships and corporations following generally accepted accounting procedures. Students analyze business transactions and

financial statements, perform payroll, examine the global perspective of accounting, and evaluate the effects of transactions on the economic health of a business. Competencies for the co-curricular student organization Future Business Leaders of America (FBLA) are integral components of the performance standards. FBLA activities should be incorporated throughout instructional strategies developed for the course.

### **Web Digital Design Pathway**

1. Intro to Digital Technology
2. Digital Design
3. Web Design

### **Introduction to Digital Technology**

"This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are

taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world."

### **Digital Design**

Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive

media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including Storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site.

### **Web Design**

Taking this course will equip students with the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site.

### **AP Computer Science Principles**

This is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. *Pre-requisite course: Successful completion of Algebra*

## **Fine Arts Pathways**

### **Music Technology Pathway**

1. Introduction to Music Technology
2. Intermediate Music Technology
3. Advanced Music Technology

**This pathway requires approval of the instructor to enter. Students will be able to enroll in this pathway as a Sophomore.**

### **Introduction to Music Technology**

This course is an introduction to the use of computers in music production, music notation and music performance. Basic software and concepts in music technology will be emphasized. Sources, selection, evaluation, and creation, and implementation of electronic media for the musician will be covered in this course.

### **Intermediate Music Technology**

This course is intended to enhance knowledge and skills developed in the Introduction to Music technology course.

### **Advanced Music Technology**

More in-depth study is given to concepts, equipment and techniques associated with modern electronic music studio production. In this course students apply and experience technological developments. Most aspects of MIDI are considered as well as dedicated music software, power users' techniques, current trends, hardware, and information which deal with specific topics such as sequencing, sampling, controllers and other subjects.

### **Art Pathway**

1. Visual Arts/Comprehensive
2. Drawing Class
3. Painting Class
4. Drawing/Painting Class

### **Visual Arts/Comprehensive I**

Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance.

### **Visual Arts/Drawing**

Explores a variety of drawing techniques and media; emphasizes developing basic drawing skills and critical analysis skills for responding to master drawings. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures.

Enhances level-one skills in technique and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods.

Examines solutions to drawing problems through student drawings and those of other artists.

### **Visual Arts/Painting**

Explores a variety of techniques and wide range of painting media; emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of the color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures.

Enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media; emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style.

### **Visual Arts/Drawing & Painting**

Introduces drawing and painting techniques and a variety of drawing and painting media.

Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work.

Enhances level-one drawing and painting skills and provides opportunities to apply painting and drawing techniques in a variety of media.

Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials.

### **Visual Arts/Advanced Placement Studio:**

#### **Drawing Portfolio**

Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

### **\*AP Art History**

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

**\*Potential offering for 2020-2021; depending on demand**

## **Band**

1. Year I
2. Year II
3. Year III
4. Year IV

## **Beginning Band**

Provides opportunities for beginning-level performers to develop skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills. No tryout required.

## **Advanced Band (I, II, III, IV)**

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

## **Percussion Advanced Band (I, II, III, IV)**

Focuses on the skill set of the percussion players. **Requires a tryout and approval of the instructor.**

**Both levels of Advanced Band require students to participate in the Marching Band.**

### **Chorus Pathway**

1. Year I
2. Year II
3. Year III
4. Year IV

### **Beginning Chorus**

Provides opportunities to develop performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. No tryout required.

### **Intermediate Chorus**

Provides intermediate-level performers opportunities to increase performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Requires a tryout.

### **Advanced Chorus**

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

## **Audio & Video Technology (Radio Program)**

1. Year I, Audio and Video Tech
2. Year II, Audio and Video Tech
3. Year III, Audio and Video Tech

The Arts, A/V Technology, & Communications Career Cluster includes designing, producing, exhibiting, performing, writing, and publishing multimedia content in the field of radio broadcasting. **Due to high demand, courses are blocked for sophomores and above.**

### **Year I**

This course will serve as the foundational course in the pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics.

### **Year II**

This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study.

### **Year III**

This course is designed to facilitate student-led projects under the guidance of the instructor, as well as provide opportunities for students to master skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Students work cooperatively and independently in all phases of production.

## **Drama**

1. Drama Fundamentals
2. Advanced Drama/Technical Theatre
3. Advanced Drama/Technical Theatre
4. Advanced Drama/Technical Theatre

permission only; non-performance class is offered to any who have successfully completed the intro class.

## **Dramatic Arts/Fundamentals I**

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

## **Dramatic Arts/Musical Theater I-IV**

Introduces the style and characteristic elements of modern musical theater. Covers production staging, orchestration, voice and dance; offers an opportunity for team teaching through interdisciplinary collaboration with the chorus, band, art, technology, physical education and dance instructors. Offers opportunity for performance.

## **Advanced Dramatic Arts/Technical Theater I-IV**

Introduces and enhances technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes. \*Performance day classes are by



## RCPS Graduation Requirements, Class of 2018 and after

Language Arts	1-unit 9th Grade Lit./Comp. 1 unit 10 <sup>th</sup> Grade Lit/Comp 1 unit American Lit./Comp. 1 unit 12 <sup>th</sup> Grade Lit/Comp	AP or dual enrollment can be substituted, as available
Mathematics	1-unit Coordinate Algebra* 1-unit Analytic Geometry* 1-unit Advanced Algebra** 1 unit any 4 <sup>th</sup> Math (College Readiness, Statistical Reasoning, Pre-Cal, AP Cal, etc.)	Each required course may be satisfied by an accelerated, AP, or dual enrollment course (DE) equivalent. <b>DE equivalents for Algebra and Geometry do not exist.</b>
Science	1-unit Biology 1-unit Physical Science or Physics or Conc. Physics 1-unit Chemistry or Environmental Science 1 unit any 4th Science (Anatomy, Forensics, etc.)	Any AP course or dual enrollment can be substituted, as available.
Social Studies	1-unit Government, 1-unit World History 1-unit U.S. History 1-unit Economics	AP or dual enrollment can be substituted, as available.
Health/Safety Physical Education	1/2-unit Health 1/2-unit Personal Fitness	Two years of a JROTC program will satisfy the Health requirement
CTAE Fine Arts World Languages	3 Units – Pathway	
Electives	4 units	
Total	24 units	

Students planning to attend a college or university must take a minimum of two years of the same **foreign language** to meet admission requirements. Some colleges might require three years so it's best to review the requirements of the specific college that you're interested in attending.

**Georgia's Pathways** allow students to choose an area of interest in high school. Students will take classes for three years in their pathway. These classes will allow students to see the connection to career possibilities and what they are learning in the classroom.

\*Course descriptions, information was taken from the GA DOE, IDA Course description spreadsheet and/or College Board