

# Academic Programs of Study 2008-09



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# **Introduction**

Enclosed in this packet is information that can assist you in making informed decisions concerning your academic content area program of study. The Georgia High School Graduation requirements are enclosed. As you work through these programs of study, please keep in close contact with your school counselor. If you have any questions concerning this document, please contact our instructional office at 770-460-3990 and our staff will be happy to assist you.

Best wishes as you pursue your high school diploma.

# GRADUATION REQUIREMENTS

Promotion is based on the number of units for which a student has earned credit toward graduation as follows:

9<sup>th</sup> to 10<sup>th</sup> grade – 5 ½ units

10<sup>th</sup> to 11<sup>th</sup> grade – 11 units

11<sup>th</sup> to 12<sup>th</sup> grade – 16 units

Graduation requirements are specified in the Fayette County Board of Education Policy IHF (2) in accordance with Georgia Department of Education Rule 160-4-2-.47.

## **HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS ENROLLING IN THE NINTH GRADE FOR THE FIRST TIME IN THE 2008-09 SCHOOL YEAR AND SUBSEQUENT YEARS.**

### **PURPOSE:**

This rule specifies programs of study that shall be offered by local boards of education for students enrolling in the ninth grade for the first time in the 2008-2009 School Year and for subsequent years.

### **DEFINITIONS:**

**Career, Technical and Agricultural Education (CTAE) Pathways** – Three elective units in a coherent sequence that includes rigorous content aligned with industry-related standards leading to college and work readiness in a focused area of student interest.

**Core Courses** – courses identified as “c” or “r” in Rule 160-4-2-.03 list of State-Funded K-8 Subjects and 9-12 Courses.

**Elective Courses** – any courses identified as “e” in Rule 160-4-2-.03 list of State-Funded K-8 Subjects and 9-12 Courses that a student may select beyond the core requirements to fulfill the unit requirements for graduation.

**Required courses** – specific courses identified as “r” in Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses that each student in a program of study shall pass to graduate from high school.

**Secondary School Credential** – a document awarded to students at the completion of the high school experience.

**High School Diploma** – the document awarded to students certifying that they have satisfied attendance requirements, unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.

**High School Certificate** – the document awarded to pupils who do not complete all of the criteria for a diploma or who have not passed the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs – Student Assessment, but who have earned 23 units.

**Unit** – one unit of credit awarded for a minimum of 150 clock hours of instruction or 135 hours of instruction in an approved block schedule.

**Unit, Summer School** – one unit of credit awarded for a minimum of 120 clock hours of instruction.

**REQUIREMENTS:**

1. Local boards of education shall provide secondary school curriculum and instructional and support services that reflect the high school graduation and state assessment requirements and assist all students in developing their unique potential to function in society.
  
2. Local boards of education shall require that
  - a. Students who enroll from another state meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.
  
  - b. Students who enroll in the ninth grade for the first time in the 2008-2009 school year and withdraw shall meet the graduation requirements specified in this rule and the assessment requirements specified in Rule 160-3-1-.07 Testing Programs - Student Assessment.
  
  - c. Units Of Credit
    - (i) All state-supported high schools shall make available to all students the required areas of study.
  
    - (ii) A course shall count only once for satisfying any unit of credit requirement for graduation. See the following chart.

<u>(iii) Areas of Study</u>	<u>Units Required</u>
English/Language Arts*	4
Mathematics*	4
Science*	4

The 4th science unit may be used to meet both the science and elective requirements

Social Studies*	3
CTAE and/or Modern Language/Latin and/or Fine Arts	3
Health and Physical Education*	1
Electives	4
TOTAL UNITS (MINIMUM)	23

\*Required Courses and/or Core Courses

**COURSE CREDIT:**

Unit credit shall be awarded only for courses that include concepts and skills based on the Georgia Performance Standards (GPS) for grades 9-12 or those approved by the State Board of Education. Unit credit may be awarded for courses offered in the middle grades that meet 9-12 GPS requirements. The Individualized Education Program (IEP) shall specify whether core courses taken as part of an IEP shall receive core unit credit.

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

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

## **AREAS OF STUDY:**

Courses that shall earn unit credit are listed in Rule 160-4-2-.03 list of State-funded K-8 Subjects and 9-12 Courses.

Any student may select any course listed in the course listing rule. The one exception to this provision is where the letter "r" appears with course names. These courses are required. They must be successfully completed and cannot be substituted with any other course. Any course identified as "c" is a core course and may be selected to count as one of the core unit requirements. A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the unit requirements.

**English Language Arts:** Four units of credit in English language arts shall be required of all students. A full unit of credit in American Literature/Composition and a full unit of credit in Ninth-Grade Literature and Composition shall be required. All courses that may satisfy the remaining units of credit are identified with a "c." The Writing, Conventions, and Listening, Speaking, and Viewing strands of the Georgia Performance Standards shall be taught in sequence in grades 9-12. Literature modules may be taught in any sequence in grades 10-12.

**Mathematics:** Four units of credit in mathematics shall be required of all students, including Mathematics 1 or its equivalent, Mathematics 2 or its equivalent, and Mathematics 3 or its equivalent. Additional units needed to complete four credits in mathematics must be chosen from the list of GPS/AP/IB designated courses.

Students with disabilities who take and pass Mathematics 1 in conjunction with a mathematics support class and Mathematics 2 in conjunction with a mathematics support class upon determination through the Individualized Education Plan process may meet diploma requirements by completing Mathematics 3 or its equivalent for a total of 3 math credits. Completion of 3 units of math may not meet mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.

**Science:** Four units of credit in science shall be required of all students, including one full unit of Biology; one unit of either Physical Science or Physics; one unit of either Chemistry, Earth Systems, Environmental Science or an AP/IB course; and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements. Any AP/IB science course may be substituted for the appropriate courses listed above.

**Social Sciences:** Three units of credit shall be required in social studies. One unit of credit shall be required in United States History. One unit of credit shall

be required in World History. One-half unit of American Government/Civics shall be required. One-half unit of Economics shall be required.

**CTAE/Modern Language/Latin/Fine Arts:** A total of three units of credit shall be required from the following areas: CTAE and/or Modern Language/Latin and/or Fine Arts. Students are encouraged to select courses in a focused area of interest.

**Career, Technical and Agricultural Education (CTAE) Pathways:** Students may earn three units of credit in a coherent sequence of CTAE courses through a self-selected pathway leading to college readiness and a career readiness certificate endorsed by related industries.

**Modern Language/Latin:** All students are encouraged to earn two units of credit in the same modern language/Latin. Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin. Georgia Department of Technical and Adult Education (DTAE) institutions (Technical College System of Georgia) do not require modern language/Latin for admissions.

A. Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

B. American Sign Language may be taken to fulfill the modern language requirements.

**Fine Arts:** Electives may be selected from courses in fine arts.

**Health and Physical Education:** One unit of credit in health and physical education is required. Students shall combine one-half or one-third units of credit of Health (17.011), Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061) to satisfy this requirement. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this requirement under the following conditions: 1) JROTC courses must include Comprehensive Health and Physical Education Rule requirements in rule 160-4-2-.12 and 2) the local Board of Education must approve the use of ROTC courses to satisfy the one required unit in health and physical education.

## **REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT:**

A unit of credit for graduation shall be awarded to students only for successful completion of state-approved courses of study based on a minimum of 150 clock-hours of instruction provided during the regular school year, 135 clock-hours of instruction in an approved block schedule during the regular school year, or a minimum of 120 clock-hours of instruction in summer school.

## **STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES:**

Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:

1. completed an integrated curriculum based on the GPS that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self determination, independent living and personal care to equal a minimum of 23 units of instruction, and
2. participated in the GAA during middle school and high school and earned a proficient score on the high school GAA test, and
3. reached the 22nd birthday OR has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

## **LOCAL AUTHORITIES AND RESPONSIBILITIES:**

Local boards of education shall provide instructional, support and delivery services. These services shall include, but are not limited to, the following:

1. A continuous guidance component beginning with the eighth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of studies they plan to follow and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.
2. Record keeping and reporting services that document student progress toward graduation and include information for the school, parents and students.

3. Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.
4. Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.
5. Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.

# ENGLISH/LANGUAGE ARTS

# LANGUAGE ARTS

Program	9	10	11	12	Post Secondary Option
<p>Select the most challenging and appropriate course each year</p>	<p>College Prep Ninth Grade English and Composition (E)</p> <p style="text-align: center;">or</p> <p><sup>1</sup>Gifted / Honors Ninth Grade English and Composition (E)</p>	<p>College Prep World Literature and Composition</p> <p style="text-align: center;">or</p> <p><sup>1</sup>Gifted/Honors World Literature and Composition</p>	<p>College Prep American Literature and Composition (E)</p> <p style="text-align: center;">Or</p> <p><sup>1</sup>Gifted/Honors American Literature and Composition (E)</p> <p style="text-align: center;">or</p> <p><sup>1</sup>Advanced Placement Language and Composition (E)</p>	<p>College Prep British Literature and Composition</p> <p style="text-align: center;">or</p> <p><sup>1</sup>Advanced Placement Literature and Composition</p>	<p>4 Year Regional Universities; 4 Year Research Universities: U of GA, GA Tech, Med. College of GA, or more competitive colleges</p>

1 By application only  
(E) End of Course Test Mandated by State

COURSE TITLE: **9<sup>th</sup> English: Literature and Composition College Prep**

COURSE DESCRIPTION:

This yearlong course includes the study of the writing process, focusing on multi-paragraph writing, documented literary essays, and research skills; usage, mechanics, grammar; vocabulary study, verbal strategies needed for college entrance exams; a history of the language; and oral communications. Study of the short story, poetry, drama (both modern and Shakespearean), mythology, and non-fiction is also an important component of this course. State end of course test is required.

COURSE TITLE: **9<sup>th</sup> English: Literature and Composition Gifted/Honors**

PREREQUISITE: Placement in the gifted program or by selection through application.

COURSE DESCRIPTION:

This yearlong course is a survey of literature of different genres. The course supports the student's acquisition of fluency in writing with emphasis on expressive, imaginative, persuasive, and informative forms as well as an effective thesis and multi-paragraph essay. The course also helps each student expand vocabulary with an emphasis on SAT words; master sentence structure with an emphasis on sentence variety; develop confidence in expressing thoughts clearly and with an authentic voice; develop advanced critical reading and analytical skills through analysis of short stories, novels, dramas, essays, poems, and film; develop study skills, and develop research skills through the completion of a project which includes library research, note taking, completion of a topic outline, and composing a works cited page. Summer reading is a required component of this course. State end of course test is required.

COURSE TITLE: **10<sup>th</sup> English: World Literature and Composition College Prep**

PREREQUISITE: 9<sup>th</sup> English College Prep or 9<sup>th</sup> English Gifted/Honors

COURSE DESCRIPTION:

This yearlong course includes the study of the components of writing including sentence structure, usage, mechanics, spelling, grammar and vocabulary enrichment. Instruction also focuses on the writing process as it is used to compose research papers and other writing forms. The structure of essays and other written genre is a focus. The class explores a variety of literature genres including short stories, poetry, Shakespearean and other dramas, drawn from areas through time and throughout the world, and the in-depth study of at least two novels. This exploration includes studying the various components, i.e., plot, conflict, setting, point of view, of different genres, as well as making connections between themes in classical literature and the students' lives. The exploration is intended to build understanding of literary background of diverse cultures.

COURSE TITLE: **10<sup>th</sup> English: World Literature and Composition Gifted/Honors**

PREREQUISITE: Successful completion of 9<sup>th</sup> English College Prep or 9<sup>th</sup> Grade English Gifted/Honors and placement in the gifted program or selection through application.

COURSE DESCRIPTION:

This yearlong course is a survey of literature of different genres. The course supports the student's acquisition of fluency in writing with an emphasis on narrative forms. The course also focuses on the expansion of vocabulary with emphasis on SAT words;

mastery of sentence structure with an emphasis on sentence variety; development of confidence in expressing thoughts; acquisition of advanced critical reading and analytical skills through the study of short stories, novels, dramas, essays, and poems; development of effective study skills; and refinement of research skills through the completion of a project which includes library research, note taking, and the composition of an outline and in works cited page. Focus of study will be on literature drawn through time and throughout the world. This course is intended to build understanding of the literary background of diverse cultures. Summer reading is a required component of this course.

COURSE TITLE: **11<sup>th</sup> English: American Literature and Composition College Prep**

PREREQUISITE: Successful completion of 9<sup>th</sup> English College Prep or 9<sup>th</sup> English Gifted/Honors and 10<sup>th</sup> English College Prep or 10<sup>th</sup> English Gifted/Honors

COURSE DESCRIPTION:

This yearlong course for juniors is a survey of American literature that explores works from the colonial period through the twentieth century. The student will acquire fluency in writing; develop and practice verbal skills; read and analyze a variety of literature; develop effective study and organizational skills; develop research skills with the completion of two research activities, the second, a literary paper about American literature; acquire skills necessary to write effective essay test responses and compose paraphrases, summaries, précis, explications of literary selections, and effective multi-paragraph essays. State end of course test is required.

COURSE TITLE: **11<sup>th</sup> American Literature and Composition, Gifted**

PREREQUISITE: Successful completion of 9<sup>th</sup> English Gifted/Honors or 9<sup>th</sup> English College Prep and 10<sup>th</sup> English Gifted/Honors or 10<sup>th</sup> English College Prep and selection through application or placement in the gifted program.

COURSE DESCRIPTION:

This yearlong, course for juniors is based on the study of American literature and is intended to prepare students to recognize the aims and modes of discourse and the traditions and structures associated with each of these. Students analyze literature, both fiction and non-fiction. The class helps students understand how the various parts of a work are arranged in order to create certain effects, recognize the conventions that influence the structure of literature, and distinguish the unique characteristics of a writer's work. The course also provides students with the practice of employing structures appropriate to various aims and modes; and of demonstrating an awareness of the influence of words on the tone, attitude, assumptions, and point of view of selections. Summer reading is also a required component of this course. State end of course test is required.

COURSE TITLE: **11<sup>th</sup> Advanced Placement: American Literature, Language and Composition**

PREREQUISITE: Successful completion of 9<sup>th</sup> English Gifted/Honors or 9<sup>th</sup> English College Prep and 10<sup>th</sup> English Gifted/Honors or 10<sup>th</sup> English College Prep and selection through application or placement in the gifted program and a commitment to complete the year's study.

**COURSE DESCRIPTION:**

This yearlong, college-level course for juniors is based on the study of American literature and is intended to prepare students to recognize the aims and modes of discourse and the traditions and structures associated with each of these. Students analyze literature, both fiction and non-fiction. The class helps students understand how the various parts of a work are arranged in order to create certain effects, recognize the conventions that influence the structure of literature, and distinguish the unique characteristics of a writer's work. The course also provides students with the practice of employing structures appropriate to various aims and modes; of manipulating aim, mode, audience, occasion, topic, and voice; and of demonstrating an awareness of the influence of words on the tone, attitude, assumptions, and point of view of selections. The course will help students develop an awareness of the importance of a rich vocabulary in communicating information accurately, without distortion or ambiguity. Unlike most other courses in high school, this one is designed to encompass a full academic year and culminates in a standardized test administered by The College Board. A commitment to the year's study is required for admittance. Summer reading is also a required component of this course. State end of course, national advanced placement test, and GHSQT are required.

**COURSE TITLE:**           **12<sup>th</sup> English: British Literature and Composition College Prep**

**PREREQUISITE:**       Successful completion of 9<sup>th</sup> English College Prep or 9<sup>th</sup> English Gifted/Honors and 10<sup>th</sup> English College Prep or 10<sup>th</sup> English Gifted/Honors and 11<sup>th</sup> American Literature and Composition College Pre or 11<sup>th</sup> American Literature and Composition, Gifted/Honors or 11<sup>th</sup> Advanced Placement Language Composition

**COURSE DESCRIPTION:**

This course for seniors is a survey of British literature and will explore works from the Old English period through the twentieth century. Emphasis will be placed on reading and writing about British literature as well as the necessary vocabulary and grammatical instruction required for such activities. Various required writing forms include a college letter of application, a précis, essay tests, evaluative essays, ballads, sonnets, lyric poetry, and documented literary essays. Study of specific novels and dramas are required. Two research activities are required; the first will be a literary paper about British literature.

**COURSE TITLE:**           **12<sup>th</sup> Advanced Placement: Literature and Composition**

**PREREQUISITE:**       Successful completion of 9<sup>th</sup> English Gifted/Honors or 9<sup>th</sup> English College Prep and 10<sup>th</sup> English Gifted/Honors or 10<sup>th</sup> English College Prep and 11<sup>th</sup> American Literature and Composition College Prep or 11<sup>th</sup> American Literature and Composition, Gifted/Honors or 11<sup>th</sup> AP: Language and Composition and selection through application or placement in the gifted program and a commitment to complete the year's study.

**COURSE DESCRIPTION:**

This class focuses on fiction and poetry of British, American, and World literature genres. This class is designed to teach students to become mature thinkers, readers, and writers, concentrating on the reading and critical analysis of literature and the composition of essays about the reading. The course helps students understand how the various parts of a work are arranged in order to create certain effects, to recognize

the conventions that influence the structure of literature, and to distinguish the uniqueness of a writer's work. The course also provides students with the practice of demonstrating an awareness of the influence of words on the tone, attitude, assumptions, and point of view of selections. The course will help students develop an awareness of the importance of a rich vocabulary in the communication of information accurately, without distortion or ambiguity. Unlike most other courses in high school, this one is designed to encompass a full academic year and culminates in a standardized test administered by The College Board. A commitment to the year is required for admission. Summer reading is also a required component.

# **FOREIGN LANGUAGE**

# FOREIGN LANGUAGE

## For students entering ninth grade 2007-08 and prior

In order to graduate from a high school in Georgia with the College Preparatory diploma, a student must take and pass two consecutive units of the same foreign language. However, four units are available in French, German, and Spanish and students are encouraged to take foreign language beyond the required two years. Students pursuing a Technology/Career diploma are encouraged to take foreign language, although it is not required. Foreign language education at all four levels consists of four integrated skills: listening, reading, writing and speaking, with an emphasis on proficiency. It also provides insight into the various cultures of the people who speak the language. The goal of the foreign language department is to produce citizens who are able to communicate with people of other cultures.

The following programs of study are available.

### College Preparatory Diploma

9 French I*	10 French II*	11 French III**	12 French IV
German I*	German II*	German III**	German IV
Spanish I*	Spanish II*	Spanish III**	Spanish IV

The following is for students who successfully completed the first year of a foreign language in middle school.

9 Year II	10 Year III	11 Year IV	12 AP
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- \*Required (Sequencing does not have to begin in ninth grade.)
- \*\* Students opting for the **College Preparatory + Diploma**, which requires two more Carnegie units for graduation, may choose one or two additional units of foreign language.

## For students entering ninth grade 2008-09 and after

In order to graduate from a high school in Georgia a student must take 3 units from foreign language and/or CTAE and/or fine arts. Foreign language is a college entrance requirement for many colleges. It is highly recommended that students attending college successfully complete at least two consecutive units of the same foreign language. However students are encouraged to take additional foreign language and four units are available in French, German, and Spanish. Foreign language education at all four levels consists of four integrated skills: listening, reading, writing and speaking, with an emphasis on proficiency. It also provides insight into the various cultures of

the people who speak the language. The goal of the foreign language program is to produce citizens who are able to communicate with people of other cultures.

**COURSE TITLE: French I A**

**GRADE: 9 – 12**

**PREREQUISITE: None**

**COURSE DESCRIPTION:**

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

**COURSE TITLE: French I B**

**GRADE: 9 – 12**

**PREREQUISITE: Successful completion of French I A**

**COURSE DESCRIPTION:**

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

**COURSE TITLE: French II A**

**GRADE: 9 – 12**

**PREREQUISITE: Successful completion of French I A & B**

**COURSE DESCRIPTION:**

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

**COURSE TITLE: French II B**

**GRADE: 9 - 12**

**PREREQUISITE: Successful completion of French I A & B and French II A**

**COURSE DESCRIPTION:**

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

**COURSE TITLE: French III A**

**GRADE: 10 - 12**

**PREREQUISITE: Successful completion of French I A & B and French II A & B**

**COURSE DESCRIPTION:**

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

**COURSE TITLE:** French III B  
**GRADE:** 10 - 12  
**PREREQUISITE:** Successful completion of French I A & B and French II A & B, and French III A

**COURSE DESCRIPTION:**

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

**COURSE TITLE:** French IV A  
**GRADE:** 11 - 12  
**PREREQUISITE:** Successful completion of French I A & B, and French II A & B, and French III A & B

**COURSE DESCRIPTION:**

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

**COURSE TITLE:** French IV B  
**GRADE:** 11 - 12  
**PREREQUISITE:** Successful completion of French I A & B, and French II A & B, and French III A & B, and French IV A

**COURSE DESCRIPTION:**

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

**COURSE TITLE:** AP French  
**GRADE:** 12  
**PREREQUISITE:**  
**COURSE DESCRIPTION:**

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

**COURSE TITLE: German I A**

**GRADE: 9 - 12**

**PREREQUISITE: None**

**COURSE DESCRIPTION:**

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

**COURSE TITLE: German I B**

**GRADE: 9 - 12**

**PREREQUISITE: German I A**

**COURSE DESCRIPTION:**

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

**COURSE TITLE: German II A**

**GRADE: 9 - 12**

**PREREQUISITE: German I A & B**

**COURSE DESCRIPTION:**

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

**COURSE TITLE: German II B**

**GRADE: 9 - 12**

**PREREQUISITE: German I A & B and German II A**

**COURSE DESCRIPTION:**

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

**COURSE TITLE: German III A**

**GRADE: 10 - 12**

**PREREQUISITE: German I A & B and German II A & B**

**COURSE DESCRIPTION:**

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

**COURSE TITLE:** German III B  
**GRADE:** 10 - 12  
**PREREQUISITE:** German I A & B, German II A & B and German III A  
**COURSE DESCRIPTION:**  
This course is a continuation of the German language and culture. Topics include and expand upon those from German I, German II, and German III A. Students will be able to communicate using a variety of tenses in the indicative mood, the present subjunctive, and the imperative. Communicative skills are emphasized at this level.

**COURSE TITLE:** German IV A  
**GRADE:** 11 - 12  
**PREREQUISITE:** German I A & B and German II A & B and German III A & B  
**COURSE DESCRIPTION:**  
This course is a continuation of the German language and culture. Students should be able to discuss all topics covered in German I, II, and III, as well as their likes and dislikes regarding literature and fine arts. They should be able to express themselves using a variety of tenses in the indicative, subjunctive, and imperative moods. Communicative skills are emphasized at this level.

**COURSE TITLE:** German IV B  
**GRADE:** 11 - 12  
**PREREQUISITE:** German I A & B, German II A & B, German III A & B and German IV A  
**COURSE DESCRIPTION:**  
This course is a continuation of the German language and culture. Students should be able to discuss all topics covered in German I, II, and III, as well as their likes and dislikes regarding literature and fine arts. They should be able to express themselves using a variety of tenses in the indicative, subjunctive, and imperative moods. Communicative skills are emphasized at this level.

**COURSE TITLE:** AP German  
**GRADE:** 12  
**PREREQUISITE:** Level I - IV  
**COURSE DESCRIPTION:**  
The Advanced Placement Course in German encourages highly motivated foreign language students to continue developing proficiency in the target language. This course will provide the opportunities necessary to develop the four abilities of listening, speaking, reading and writing that are stressed in the AP examination that will be taken in the spring. The variety of activities will expose the students to rich insights into the German-speaking world.

**COURSE TITLE:** Latin I  
**GRADE:** 9-12  
**PREREQUISITE:** None  
**COURSE DESCRIPTION:**  
This course is an introduction to Latin including how it developed, how it works, and how it can serve the students. Emphasis is placed on grammar and vocabulary acquisition with comparisons to English usage and word derivation.

COURSE TITLE: **Latin II**

GRADE: 9-12

PREREQUISITE: Latin I

COURSE DESCRIPTION:

This course continues the study begun in Latin I with a review of grammar and construction with a focus on vocabulary building for SATs. Students read simple and complete sentences and understand passages adapted and simplified from original authors. Interpretation of passages is based on knowledge of Roman culture.

COURSE TITLE: **Spanish I A**

GRADE: 9 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

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

COURSE TITLE: **Spanish I B**

GRADE: 9 - 12

PREREQUISITE: Successful completion of Spanish I A

COURSE DESCRIPTION:

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

COURSE TITLE: **Spanish II A**

GRADE: 9 - 12

PREREQUISITE: Successful completion of Spanish I A & B

COURSE DESCRIPTION:

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

COURSE TITLE: **Spanish II B**

GRADE: 9 - 12

PREREQUISITE: Successful completion of Spanish I A & B and Spanish II A

COURSE DESCRIPTION:

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

**COURSE TITLE:** Spanish III A  
**GRADE:** 10 - 12  
**PREREQUISITE:** Successful completion of Spanish I A & B and Spanish II A & B

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

**COURSE TITLE:** Spanish III B  
**GRADE:** 10 - 12  
**PREREQUISITE:** Successful completion of Spanish I A & B and Spanish II A & B, and Spanish III A

**COURSE DESCRIPTION:**  
This course is a continuation of the language and culture of the Hispanic world. Topics include those from Spanish I, II and IIIA, as well as issues which face our society today, such as community service, the environment, career choices, the work force, and the importance of knowing other languages. Students will be able to communicate a variety of tenses in the indicative, subjunctive, and imperative moods. Communicative skills are emphasized at this level.

**COURSE TITLE:** Spanish IV A  
**GRADE:** 11 - 12  
**PREREQUISITE:** Successful completion of Spanish I A & B and Spanish II A & B, and Spanish III A & B

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

**COURSE TITLE:** Spanish IV B  
**GRADE:** 11 - 12  
**PREREQUISITE:** Successful completion of Spanish I A & B and Spanish II A & B, and Spanish III A & B, and Spanish IV A

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

COURSE TITLE: **AP Spanish**  
GRADE: 12  
PREREQUISITE: Level I - IV

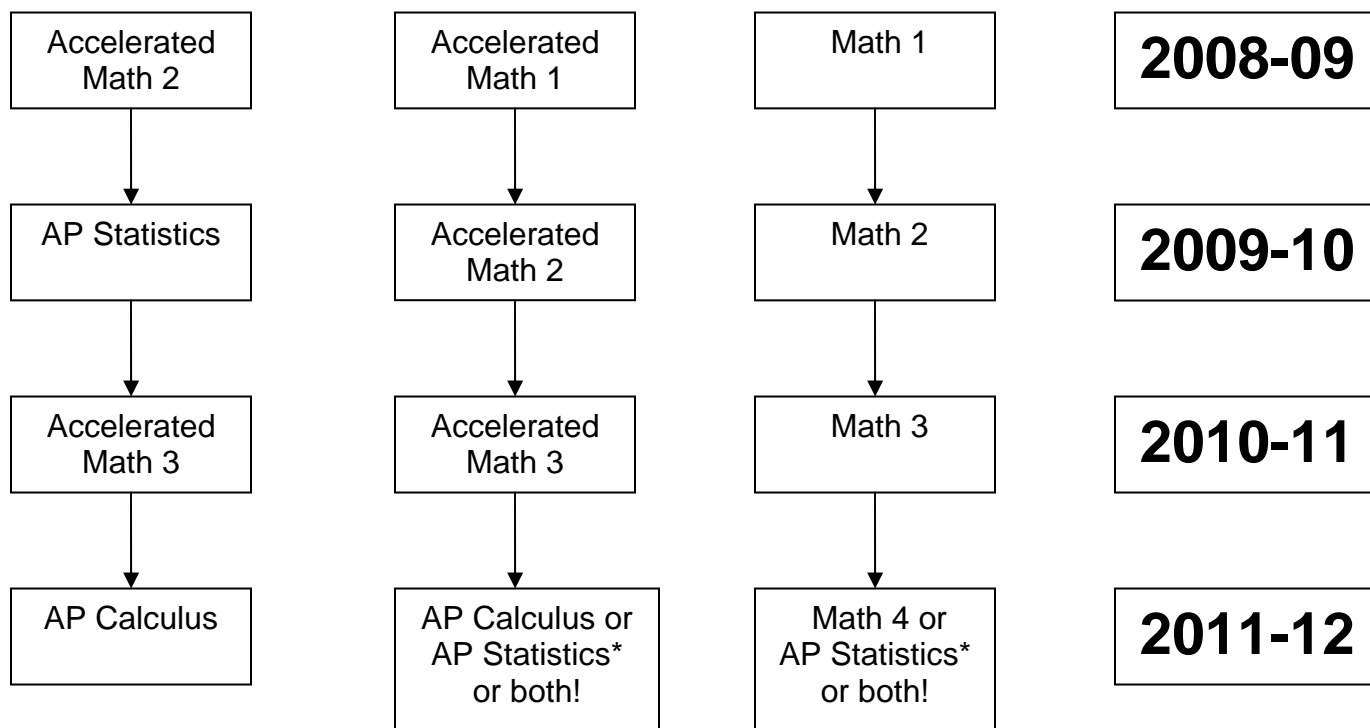
COURSE DESCRIPTION:

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

# MATH

## Standard Paths for High School Mathematics

\*Arrows indicate movement after successful completion of both semesters of the course.



- Students must successfully complete both semesters of the current math course before they can begin their study of the next math course.
- No courses can be doubled up except for
  1. 1<sup>st</sup> sem. of a course being made up during 2<sup>nd</sup> sem. for credit recovery
  2. AP Stat and AP Calculus
  3. AP Stat and Math 4
  4. SP Stat and Accel. Math 3
- Accelerated Math 2 or Math 3 is required before AP Statistics
- Accelerated Math 3 is required before AP Calculus

\*Students who complete AP Statistics as their 4<sup>th</sup> math course should do so only if their college major will require only the completion of a statistics course at the college level. **The Fayette County School System recommends Math 4 or AP Calculus as the 4<sup>th</sup> math course for college majors that will require completion of algebra and/or calculus courses at the college level.**

COURSE TITLE: **ACCELERATED MATH I: GEOMETRY/ALGEBRA II/STATISTICS**

PREREQUISITE: 8<sup>th</sup> Grade Math

COURSE DESCRIPTION:

This is the first in a sequence of courses designed to prepare students to take Advanced Placement Calculus. This course includes the study of radical, polynomial and rational expressions; functions and their graphs; quadratic and radical equations; fundamentals of proof; properties of polygons, circles and spheres; coordinate geometry; sample statistics and curve fitting.

COURSE TITLE: **ACCELERATED MATH II: ADVANCED ALGEBRA/GEOMETRY/STATISTICS**

PREREQUISITE: Accelerated Math I or Math II

COURSE DESCRIPTION:

This is the second in a sequence of courses designed to prepare students to take Advanced Placement Calculus. It includes right triangle trigonometry, exponential, logarithmic, and higher degree polynomial functions, matrices, linear programming, vertex-edge graphs, conic sections, planes and spheres, population means, standard deviations, and normal distributions.

COURSE TITLE: **ACCELERATED MATH III: PRECALCULUS-TRIGONOMETRY/STATISTICS**

PREREQUISITE: Accelerated Math II or Math III

COURSE DESCRIPTION:

This is a course in precalculus and statistics designed to prepare students to take Advanced Placement Calculus. It includes rational, circular trigonometric, and inverse trigonometric functions, basic trigonometric identities and the Laws of Sines and Cosines, sequences and series, polar and parametric series, vectors, the Central Limit Theorem, and confidence intervals.

COURSE TITLE: **ADVANCED PLACEMENT CALCULUS AB/BC**

PREREQUISITE: Accelerated Math III

COURSE DESCRIPTION:

This course follows the specific content standards developed by the College Board in preparation for the AP Calculus exam given in May of each year.

COURSE TITLE: **ADVANCED PLACEMENT STATISTICS**

PREREQUISITE: Accelerated Math II or Accelerated Math III or Math III

COURSE DESCRIPTION:

This course follows the specific content standards developed by the College Board in preparation for the AP Statistics exam given in May of each year.

COURSE TITLE: **MATH I: ALGEBRA/GEOMETRY/STATISTICS**

PREREQUISITE: 8<sup>th</sup> Grade Math

COURSE DESCRIPTION:

This is the first in a sequence of 4 math courses designed to prepare students to enter college at the calculus level. It includes algebraic expressions involving radicals, polynomials and rational expressions, basic functions and their graphs, simple equations, fundamentals of proof, properties of polygons, coordinate geometry, sample statistics, and curve fitting.

COURSE TITLE: **MATH II: GEOMETRY/ALGEBRA II/STATISTICS**

PREREQUISITE: Math I or Accelerated Math I

COURSE DESCRIPTION:

This is the second in a sequence of 4 math courses designed to prepare students to enter college at the calculus level. It includes complex numbers, quadratic, piecewise, and exponential functions, right triangles, right triangular trigonometry, properties of circles, and statistical inference.

COURSE TITLE: **MATH III: ADVANCED ALGEBRA/STATISTICS**

PREREQUISITE: Math II

COURSE DESCRIPTION:

This is the third in a sequence of 4 math courses designed to prepare students to enter college at the calculus level. It includes exponential and logarithmic functions, matrices, polynomial functions or higher degree, conic sections, and normal distributions.

COURSE TITLE: **MATH IV: PRECALCULUS-  
TRIGONOMETRY/STATISTICS**

PREREQUISITE: Math III or Accelerated Math II

COURSE DESCRIPTION:

This is a course in precalculus and statistics designed to prepare students to enter college at the calculus level. It includes rational, trigonometric, and inverse trigonometric functions, basic trigonometric identities and the Laws of Sines and Cosines, sequences and series, vectors, the Central Limit Theorem, and confidence intervals.

# **SCIENCE**

# SCIENCE

All science courses in the Fayette County schools are laboratory based that actively involve students in scientific problem solving. Through instructional laboratory experiences, students will develop research and science inquiry skills, demonstrate proper use and safety with lab equipment, utilize current technology, and work independently or in small groups to develop and conduct scientific research.

Every student must complete four years of science to graduate from high school. The science courses are developed to provide a firm foundation for college or technical programs and scientific literacy.

College bound students who plan on majoring in science, technology, engineering, or mathematics are strongly encouraged to enter the College-STEM Program. This program will provide a rigorous foundation for college success. College or Technical School bound students are provided with additional options in course selection based on their future needs or careers.

	College - STEM Program	College/Technical Program
9 <sup>th</sup>	Biology	Biology
10 <sup>th</sup>	Chemistry	Chem/Env. Sci./Earth Systems
11 <sup>th</sup>	Physics	Physics or Conceptual Physics
12 <sup>th</sup>	AP Sciences	Science Elective*

\*Science electives may include courses listed above and also anatomy and physiology, oceanography, microbiology, and specific courses from the Career Pathways Program.

COURSE TITLE: **BIOLOGY**

GRADE: 9

PREREQUISITE:

COURSE DESCRIPTION:

This course 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, organization of 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. State end-of-course test is required.

COURSE TITLE: **ADVANCED PLACEMENT BIOLOGY**

GRADE: 11/12

PREREQUISITE: **BIOLOGY**

COURSE DESCRIPTION:

This course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered in the course are molecules and cells, heredity and evolution, and organisms and populations. (College Board course description September 2007)

COURSE TITLE: **BIOLOGY, GIFTED / HONORS**

GRADE: 9

PREREQUISITE: **PRE-PLACEMENT IN GIFTED PROGRAM**

COURSE DESCRIPTION:

This course provides a rigorous in-depth study of biological principles as described under biology. Students will engage in numerous laboratory investigations and complete an individual research project. State end-of-course test is required.

COURSE TITLE: **MICROBIOLOGY**

GRADE: 11/12

PREREQUISITE: **BIOLOGY/CHEMISTRY**

COURSE DESCRIPTION:

This curriculum is extensively performance and laboratory based. It integrates the study of microbial physiology, ecology, and genetics with instruction focusing on the impact microorganisms have on health, agriculture, biotechnology and the environment. Areas of study include classification of microorganisms; cellular structure and function; metabolic diversity; microbial genetics; control of microbial growth; microbial ecology, biotechnology and applied microbiology; and host-microbe interactions. Careers related to medicine, health-care, research, food science and biotechnology should be emphasized throughout the curriculum. Real-life applications should be emphasized through case studies concerning diseases; epidemiology; food preparation and safety; and use of microbes in industry, agriculture, biotechnology and the environment.

COURSE TITLE: **ENVIRONMENTAL SCIENCE**

GRADE: 10/11/12

PREREQUISITE: BIOLOGY

COURSE DESCRIPTION:

This course is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction will focus on student data collection and analysis. Major concepts include the flow of energy and cycling of matter, interconnection of all life, stability and change in an ecosystem, conservation and resource allocation, and evaluation of human activities and technology. Chemistry, physics, mathematical, and technological concepts will be integrated throughout the course.

COURSE TITLE: **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

GRADE: 11/12

PREREQUISITE: BIOLOGY

COURSE DESCRIPTION:

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the course: 1) Science is a process, 2) Energy conversions underlie all ecological processes, 3) The Earth itself is one interconnected system, 4) Humans alter natural systems, 5) Environmental problems have a cultural and social context, and 6) Human survival depends on developing practices that will achieve sustainable systems. (Advanced Placement Course Description, May 1997. The College Board.)

COURSE TITLE: **HUMAN ANATOMY/PHYSIOLOGY**

GRADE: 11/12

PREREQUISITE: BIOLOGY

COURSE DESCRIPTION:

This course is designed to continue student investigations that began in high school biology. The curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry will be integrated throughout anatomy and not necessarily taught as a standalone unit. Careers related to medicine, research, health-care, modern medical technology and case studies concerning diseases, disorders and ailments (i.e. real-life applications) are emphasized throughout the curriculum.

**COURSE TITLE: CHEMISTRY**

**GRADE: 10**

**PREREQUISITE: BIOLOGY**

**COURSE DESCRIPTION:**

This course is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. The curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions, the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

**COURSE TITLE: ADVANCED PLACEMENT CHEMISTRY  
(APCHEM)**

**GRADE: 11/12**

**PREREQUISITE: CHEMISTRY**

**COURSE DESCRIPTION:**

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gases laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time. (College Board course description September 2007)

**COURSE TITLE: CHEMISTRY, GIFTED / HONORS**

**GRADE: 10**

**PREREQUISITE: PRE-PLACEMENT IN GIFTED PROGRAM/BIOLOGY**

**COURSE DESCRIPTION:**

This course provides a rigorous in-depth study of chemistry principles as described under chemistry. Students will engage in numerous laboratory investigations and complete an individual research project.

**COURSE TITLE: EARTH SYSTEMS**

**GRADE: 10/11/12**

**PREREQUISITE: BIOLOGY**

**COURSE DESCRIPTION:**

This course is designed for students to investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Inquiry and the development of scientific explanations will be enhanced through the use of case studies, laboratory experiences, map interpretation and data analysis, and current phenomenon.

**COURSE TITLE: OCEANOGRAPHY**

**GRADE: 12**

**PREREQUISITE: BIOLOGY**

**COURSE DESCRIPTION:**

This course is designed to emphasize the interconnectedness of multiple science disciplines and the power to stimulate learning and comprehension across broad scales. Students must have a basis in the major disciplines of physics, chemistry, geology, and biology, from which this cross-disciplinary thinking can be nurtured. Students will recognize that the ocean is a dynamic system reflecting interactions among organisms, ecosystems, chemical cycles, and physical and geological processes, on land, in air, and in the oceans. Students will investigate oceanography concepts through experience in laboratories and fieldwork using the processes of inquiry.

**COURSE TITLE: PHYSICS**

**GRADE: 11/12**

**PREREQUISITE: CHEMISTRY**

**COURSE DESCRIPTION:**

This course is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in 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.

**COURSE TITLE: CONCEPTUAL PHYSICS**

**GRADE: 11/12**

**PREREQUISITE: ENV. SCIENCE/EARTH SYSTEMS**

**COURSE DESCRIPTION:**

This course is designed with the Georgia Performance Standards in physics. The conceptual physics approach is not as mathematical based as a traditional course, but rather emphasizes strong conceptual understanding of physics principles and the everyday world. This curriculum topics included are the same as the physics course listed above. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

COURSE TITLE:                   **PHYSICS, GIFTED / HONORS**  
GRADE:                            11  
PREREQUISITE:                PRE-PLACEMENT IN GIFTED PROGRAM/CHEMISTRY  
COURSE DESCRIPTION:

This course provides a rigorous in-depth study of physics principles as described under physics. Students will engage in numerous laboratory investigations and complete an individual research project.

COURSE TITLE:                   **ADVANCED PLACEMENT PHYSICS B**  
GRADE:                            12  
PREREQUISITE:                PHYSICS/OR RECOMMENDATION OF INSTRUCTOR  
COURSE DESCRIPTION:

This course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be one of the major goals of the course. Students taken this course should cover the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The course includes a hands-on laboratory component with a minimum of 12 student-conducted laboratory investigations. Each student should complete a lab notebook or portfolio of lab reports. (College Board course description September 2007)

COURSE TITLE:                   **ADVANCED PLACEMENT PHYSICS C:  
MECHANICS**  
GRADE:                            12  
PREREQUISITE:                PHYSICS  
COURSE DESCRIPTION:

This course should provide instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Laboratory experiences should be included as part of the instruction. Students taking this course should be able to: design experiments; observe and measure real phenomena; organize, display, and critically analyze data; analyze sources of error and determine uncertainties in measurement; draw inferences from observations and data; and communicate results, including suggested ways to improve experiments and proposed questions for further study. (College Board course description September 2007)

# **SOCIAL STUDIES**

# SOCIAL STUDIES

**For students entering ninth grade 2007-08 and prior**

PROGRAM	9	10	11	12
College Prep Diploma	Elective* (Geography or Current Issues)	World History	U.S. History	Economics (one semester) Government (one semester)
College Prep Plus	Elective* (Geography or Current Issues)	World History	U.S. History	Economics (one semester) Government (one semester)
Tech/Career Diploma	Elective* (Geography or Current Issues)	World History	U.S. History	Economics (one semester) Government (one semester)
Tech/Career Plus Diploma	Elective* (Geography or Current Issues)	World History	U.S. History	Economics (one semester) Government (one semester)

\*Additional units in Social Studies apply toward diploma with a Seal of Distinction (CP+ and TC+)

**For students entering ninth grade 2008-09 and after**

Three units of Social Studies are required to earn a High School Diploma:

One unit each of World History and US History and ½ unit each of Economics and Government

9	10	11	12
Elective* (Geography or Current Issues)	World History	U.S. History	Economics (one semester) Government (one semester)

COURSE TITLE: **World Geography**

GRADE: 9 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

This is a one-semester course in which students study physical and political features, climate, distribution of resources and population and examine how these relate to each other. This course enables students to discover and organize information regarding regions of the world. The course explores the earth's surface and the various processes that shape it. It also examines the people of the world, their distinct cultures and economies, and the complex relationships that develop between people and their environments.

COURSE TITLE: **Current Issues**

GRADE: 9 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

This is a one-semester course that provides students with an examination of significant global issues that affect the lives of contemporary citizens. Students in this course will gain an awareness of how events impact decisions made by policy makers.

COURSE TITLE: **Comparative Religions**

GRADE: 11 - 12

PREREQUISITE: World History

COURSE DESCRIPTION:

This is a one-semester course in which students examine, compare, and contrast the major religions of the world: Christianity, Islam, Hinduism, Buddhism, and Judaism. Students analyze the role that religion plays in shaping a societies' culture, as well as the daily lives of the people in that culture. The course also investigates the ways in which religion unites as well as divides people and nations.

COURSE TITLE: **Sociology**

GRADE: 9 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

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

COURSE TITLE: **Psychology**

GRADE: 9 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

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

COURSE TITLE: **AP Psychology**

GRADE: 11 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

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

COURSE TITLE: **Local Area Studies/History**

GRADE: 9 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

This is a one-semester course that enables students to study the historical development of their local community. The course also includes coverage of certain state, national, and international events that influenced certain developments within the local community.

COURSE TITLE: **World History**

GRADE: 10 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

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

COURSE TITLE: **AP European History**

GRADE: 10 - 12

PREREQUISITE: World History

COURSE DESCRIPTION:

The AP European History course is a full year course designed to provide students with a survey of social, political, and economic history from 1450 to the present. Students in this course have the opportunity to gain college credit through the AP examinations given in May each year.

COURSE TITLE: **United States History**

GRADE: 11 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

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

COURSE TITLE: **AP United States History**

GRADE: 11 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

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

COURSE TITLE: **The Humanities/Social Studies**

GRADE: 9 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

This course integrates two separate parts of the school curriculum and allows students to gain an overall understanding of the connections that exist between different subjects such as social studies and language arts. The course also enables students to develop analytical skills as they examine a country's philosophy, music, art, literature, and history.

COURSE TITLE: **American Government**

GRADE: 12

PREREQUISITE: None

COURSE DESCRIPTION:

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

COURSE TITLE: **AP U. S. Government/Politics**

GRADE: 11 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

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

COURSE TITLE: **AP Government/Comparative Politics**

GRADE: 11 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

This well-designed AP course in comparative government and politics will provide students with conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. The course encompasses the study of both specific countries and their governments, and the general concepts used to interpret the political relationships and institutions found in virtually all national politics. Students in this course will have the opportunity to earn college credit through the AP examinations given in May of each year.

COURSE TITLE: **Economics/Business/Free Enterprise**

GRADE: 11 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

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

COURSE TITLE: **AP Economics/Macroeconomics**

GRADE: 11 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

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

COURSE TITLE: **AP Economics/Microeconomics**

GRADE: 11 - 12

PREREQUISITE: None

COURSE DESCRIPTION:

The purpose of an AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of the government in the economy. Students in this course have the opportunity to gain college credit through the AP examinations given in May of each year.