

# Tomorrow Starts Today

## High School Elective Course Planning Guide

### Griffin High Schools 2015-2016



*Course Descriptions*

## **Purpose of this Guide**

The purpose of this course catalog is to help you and your parents develop an understanding of the high school course offerings in the Griffin-Spalding County School System for the upcoming school year. It is the goal of our schools to offer a challenging academic program for every student. Society demands that young adults be well prepared academically if they are to function as successful citizens of the community. The decisions you make today will affect you for the rest of your life. You must select those courses which challenge and prepare you to live and work in an ever-changing and modern technological society.

Students who plan to attend college should select the most rigorous courses available. Doing so will place them in position to be successful at the post-secondary level. Please examine all the requirements of potential colleges and universities of your choice. Consider taking Advanced Placement and Dual Enrollment classes if at all possible. These classes are weighted for G.P.A. and are highly regarded by college admissions officers. Regardless of your individual choice of college, technical training, certification, military training or immersion in the workforce, all students should be developing a six-year plan that includes high school and at least two additional years of study or training. Consider your strengths, interests, goals, and aspirations as you prepare for this most important and significant part of your life.

All students are encouraged to familiarize themselves with all aspects of this course description guide. When selecting high school courses of study, we ask students, in consultation with their parents, to consider their career, academic and extra-curricular interests. Your teachers, principals, counselors, district administrators, and Board of Education are ready to assist and provide you with the guidance necessary to help you plan your secondary and post-secondary studies.

## Course Descriptions

### ADVANCED PLACEMENT COURSES

#### **AP Language and Composition**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

#### **AP Calculus AB**

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

#### **AP Statistics**

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

#### **AP Biology**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

#### **AP Chemistry**

The AP Chemistry course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

#### **AP Environmental Science**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

#### **AP Human Geography**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

#### **AP Psychology**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation

and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

### **AP United States Government and Politics**

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

### **AP United States History**

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

### **AP World History**

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

## **ARCHITECTURE AND CONSTRUCTION**

### **Industry Fundamentals and Occupational Safety**

This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core.

### **Introduction to Construction**

This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area.

### **Carpentry I**

The course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsman.

### **Masonry I**

The course provides knowledge and skills related to types and properties of mortar and concrete mixtures, as well as skills needed to operate hand tools, power tools, and equipment used in mixing mortar. Additional course components include knowledge and skills related to cutting, laying, and finishing of masonry units.

## **Electrical I**

The course builds on the concepts of electrical safety introduced in Occupational Safety and provides knowledge and basic skills of the hardware and systems used by an electrician. The course incorporates general knowledge of the National Electrical Code and electrical systems, including series, parallel, and series-parallel circuits. In addition, students will be provided an introduction to the skills and knowledge of conduit bending and installation.

## **Plumbing I**

This course provides basic skills and knowledge needed to apply Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) safety concepts and practices relating to the plumbing trade. The student is introduced to the basic knowledge and application of plumbing codes, as well as the handling, estimating, and storing of materials used in the plumbing trade. Involved in this process is the correct interpretation and application of architectural and construction drawings, related to plumbing installation.

## **AUDIO-VIDEO TECHNOLOGY AND FILM**

### **Audio and Video Technology and Film**

This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

### **Audio and Video Technology and Film II**

**This course** prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

### **Audio and Video Technology and Film III**

This course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

## **BUSINESS, MANAGEMENT AND ADMINISTRATION**

### **Introduction to Business and Technology**

The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business.

**Business and Technology**

Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.

**Business Communications**

As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course.

**DRAMATIC ARTS****Theatre Arts/Fundamentals I**

Dramatic Arts/Fundamentals I and serves as prerequisite for other theater/drama courses. Develops and applies performance skills through access to basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.

**Theatre Arts/Fundamentals II**

Enhances level-one skills by producing and studying children's theater in depth with performance opportunities.

**Dramatic Arts/Fundamentals III**

Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.

**Dramatic Arts/Fundamentals IV**

Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.

**Theatre Arts/Advanced Drama I**

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

**Theatre Arts/Advanced Drama II**

Enhances level-one skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies.

**Theatre Arts/Advanced Drama III**

Enhances level-two skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies.

**Theatre Arts/Advanced Drama IV**

Enhances level-three skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies.

## **FINE ARTS/MUSIC**

### **Beginning Band I**

Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

### **Beginning Band II**

Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences.

### **Beginning Band III**

Enhances level-two skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production and analysis; includes historical and cultural contributions and influences, creative aspects of music and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble; stresses individualized learning and group experiences.

### **Beginning Band IV**

Enhances level-three skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production and analysis; includes historical and cultural contributions and influences, creative aspects of music and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble; stresses individualized learning and group experiences.

### **Intermediate Band I**

Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills.

### **Intermediate Band II**

Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

### **Intermediate Band III**

Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

### **Intermediate Band IV**

Enhances level-three skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

### **Advanced Band I**

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.

**Advanced Band II**

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

**Advanced Band III**

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

**Advanced Band IV**

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

**Beginning Chorus I**

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

**Beginning Chorus II**

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

**Beginning Chorus III**

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

**Beginning Chorus IV**

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

**Intermediate Chorus I**

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



**Intermediate Chorus II**

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

**Intermediate Chorus III**

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

**Intermediate Chorus IV**

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

**Advanced Chorus I**

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

**Advanced Chorus II**

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

**Advanced Chorus III**

This course enhances level-two skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed Choral singing. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. It also stresses self-paced progress and group experiences.

**Advanced Chorus IV**

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

**GOVERNMENT AND PUBLIC SAFETY****Army JROTC LET I**

Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21<sup>st</sup> Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course.

### **Army JROTC LET II**

This laboratory course is designed to build on the self discovery skills sets taught in JROTC 1. As self directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes.

### **Army JROTC LET III**

This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness.

### **Army JROTC IV**

This laboratory course is designed build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced.

### **Army JROTC V**

This laboratory course allows students to investigate the interrelationships of the different branches of the service while it continues to build student leadership development and decision making skills. Goal setting, leadership supervision and meetings incorporated into project based learning and service learning opportunities. Geography, map reading and the practical application of land navigation and orienteering are introduced.

### **Army JROTC VI**

This laboratory course expands on the skills taught in JROTC 5. It focuses on creating a positive leadership situation, team development, project management and the importance of mentoring as a leader or as a follower. Students are given the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. Interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are included.

## **HEALTH SCIENCE**

### **Introduction to Healthcare Science**

This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are valued, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

### **Essentials of Healthcare**

The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.

### **Patient Care Fundamentals**

This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career Nursing Assistant.

### **Emergency Medical Responder**

The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing.

### **Pharmacy Operations and Fundamentals**

This course is an introduction to pharmacy technology professions, employment opportunities, and basic pre-pharmacy technician skills which may be utilized in either clinical or community settings such as retail, home health care, and ambulatory care pharmacies. Intensive pharmacy specific safety and security training are provided including potential drug addiction and abuse issues relative to pharmaceutical care such as robberies and identification of forgeries.

## **HOSPITALITY AND TOURISM**

### **Introduction to Culinary Arts**

Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

### **Culinary Arts I**

Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.

### **Culinary Arts II**

Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.

## **INFORMATION TECHNOLOGY**

### **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.

### **Computer Science Principles**

This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.

### **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, 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 the use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create web sites that incorporate digital media elements to enhance content of web site.

### **AP Computer Science**

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, 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 the use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create web sites that incorporate digital media elements to enhance content of web site.

### **Programming, Games, Apps and Society**

The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life-cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legal, and security considerations with regards to the software industry.

### **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 design elements to create a professional looking web site.

## **PHYSICAL EDUCATION**

### **Exercise and Weight Control**

Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition. Includes consumer information on products, programs and fitness concepts for developing healthy lifetime habits.

### **Advanced Exercise and Weight Control**

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

### **Introduction to Team Sports**

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.

### **Intermediate Team Sports**

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

### **Advanced Team Sports**

Provides opportunities to officiate and to enhance skills in team sports strategies.

**Introductory Lifetime Sports**

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.

**Intermediate Lifetime Sports**

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

**Advanced Lifetime Sports**

Provides opportunities to officiate and to enhance skills in team sports strategies.

**Weight Training**

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

**Advanced Weight Training**

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

**Physical Conditioning**

Provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits.

**Advanced Physical Conditioning**

Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies.

**Body Sculpting**

Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.

**Advanced Body Sculpting**

Provides additional opportunities to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. Promotes healthy means to body sculpting goals.

**SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS****Foundations of Engineering and Technology**

The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the “E” in STEM.

**Engineering Concepts**

Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment.

**Engineering Applications**

Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering.

**VISUAL ARTS****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 Comprehensive II**

Enhances level-one skills in art history, art criticism, aesthetic judgment and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two- and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.

**Visual Arts/Comprehensive III**

Enhances level-two skills in art history, art criticism, aesthetic judgment and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists.

**Visual Arts/Comprehensive IV**

Enhances level-three skills and provides opportunities to apply technical, expressive and compositional principles to video production. Interprets individual ideas with emphasis on compositional principles. Collaborates with other design team members. Evaluates own video art and video art of other artists based on a predetermined set of criteria. Talks about the aesthetic merit of video art.

**Visual Arts/Comprehensive V**

Enhances level-four skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two- and three-dimensional art media and process in the development of individual portfolios. Explores idea development and media selection of master artworks of historical and cultural significance.

**Visual Arts/Comprehensive VI**

Enhances level-five skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two- and three-dimensional art media and process in the development of individual portfolios. Stresses the use of research in student's idea development leading to the production of artwork. Emphasis is placed on the writing of master artists of both past and contemporary societies.

### **Visual Arts/Comprehensive VII**

Enhances level-six skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and-three-dimensional art media and process in the development of individual portfolios used in job, art school and college applications. Stresses research, planning and proposal writing for the production of artwork. Investigates idea development and theme in master artworks of historical and contemporary societies.

### **Visual Arts/Comprehensive VIII**

Enhances level-seven skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and-three-dimensional art media and process in the development of individual portfolios used in job, art school and college applications. Stresses refining of portfolio and production of slides intended for submission for judging. Enhances art-criticism writing skills of both master works and student productions. Provides opportunities for preparing and exhibiting art work.

### **AP Studio Art: Drawing**

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

### **AP Studio Art: 2D or 3D**

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

## **WORLD LANGUAGES**

### **Latin I**

This course provides an introduction to the basic grammar, syntax, and vocabulary of Latin on a comparable basis with English. A brief survey of Roman culture is included for understanding of Latin idiomatic expressions. English vocabulary derived from Latin will be emphasized.

### **Latin II**

Enhances Level One skills and provides opportunities to translate longer, more challenging passages. Emphasizes how ancient Roman language and civilization has influenced Western language and civilization.

### **Latin III**

Enhances previously learned skills and introduces original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels. The authors whose works are studied are Catullus, Cicero, Horace, Ovid, and Vergil. Selected works from authors such as Aulus Gellius, Juvenal, Livy, Martial, Cornelius, Nepos, Plautus, Sallust, Pliny, as well as authors from later Latin, can be included. Explores the political, economic, social characteristics represented in the works studied and examines the various writing styles of the authors.

### **Spanish I**

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 II**

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 III**

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 IV**

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.

**Spanish V**

Enhances Level Four skills in Spanish, provides opportunities to increase levels of proficiency in all skill areas and to deepen understanding of Spanish-speaking cultures.

**AP Spanish Language**

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

*It is the policy of the Griffin-Spalding County School System not to discriminate on the basis of sex, race, age, color, religion, national origin or disability in its educational programs, activities or employment practices.*