



DUNWOODY HIGH SCHOOL

Course Catalog

2022-2023

Revised 12 / 2021

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Introduction / General Information

Preface

The Dunwoody High School Course Catalog has been designed to assist parents and students by providing information about graduation requirements, grading, the Georgia Milestones standardized testing program, an explanation of course levels and codes, the Dual Enrollment program, Advanced Placement courses, an explanation of the different elective pathways offered, and a description of every course offered at Dunwoody High School. We have also included charts to try and present the information in as user friendly a manner as possible. It is our hope that this will be a useful tool to you in the course selection process. If you have questions about the course selection process and / or the information contained in the course catalog, please do not hesitate to reach out to us.

Dunwoody High School Mission Statement

Our mission is to ensure the success of all students, to enable them to become lifelong learners, and to be productive members of an increasingly diverse society.

Dunwoody High School Vision

The vision of Dunwoody High School is encompassed in the acronym Wildcat PRIDE, that all students, parents, teachers, staff members, and administrators have a:

Personal

Responsibility

In

Developing

Excellence

DeKalb County School District Mission Statement

Our mission is to ensure student success, leading to higher education, work, and lifelong learning.

General Phone Numbers

| | |
|-------------------|--------------|
| Main Office | 678-874-8502 |
| Attendance Office | 678-874-8520 |
| Counseling Office | 678-874-8532 |
| Discipline Office | 678-874-8522 |
| Fax | 678-874-8510 |

Dunwoody High School Administrative Team

| | | |
|-----------------|---|--------------|
| Tom Bass | Principal | 678-874-8503 |
| Andy Jameson | Assistant Principal of Instruction | 678-874-8516 |
| Stacey Blake | Assistant Principal of Discipline and Athletics | 678-874-8515 |
| Larryssa Harris | Assistant Principal of College Board Testing | 678-874-8514 |
| Amiraht Lester | Assistant Principal of GA Milestones Testing | 678-874-8531 |
| Maria Jiram | Assistant Principal of Attendance | 678-874-8513 |
| Chester Smith | Assistant Principal 9 th Grade | 678-874-8517 |

Counseling Department

| | | |
|-----------------|-----------------------------------|--------------|
| Alethia Love | Head Counselor (Sc – Z) | 678-874-8527 |
| Latrell Carr | Counselor (Dd – I) | 678-874-8523 |
| Deanna deRoux | Counselor (A – Dc) | 678-874-8528 |
| Imani Handy | Counselor (9 th Grade) | 678-874-8585 |
| Jonathan Hughes | Counselor (J – Mr) | 678-874-8529 |
| Luke Ingram | Counselor (Ms – Sb) | 678-874-8586 |
| Kristina Allen | Administrative Assistant | 678-874-8532 |
| Pamela Holloway | Registrar | 678-874-8506 |
| Nakita Jackson | Data Clerk | 678-874-8506 |

Student Support Services

| | | |
|------------------|--------------------------------|--------------|
| Colleen Conway | Special Education Lead Teacher | 678-874-8546 |
| Marine Leabeater | Student Support Team / 504 | 678-874-8539 |
| Thenita Williams | Student Support Team / 504 | 678-874-8525 |

You may email any of the individuals listed above through the school website at:

<http://www.dunwoodyhs.dekalb.k12.ga.us/Staff.aspx>

Diploma Requirements

2/2

https://docs.google.com/document/d/1m1uVpA8ce_PqMxnbxhEYEB8VSLw/106ERSsBm01TFQUN/ed1r7s=582c8e5ee

Class of 2012 and subsequent years

DEKALB COUNTY SCHOOL SYSTEM PROGRAM OF STUDY SELECTION/ADVISEMENT FORM

STUDENT: _____ TEAM/HOMEROOM: _____ Date: _____

CAREER INTEREST: _____ Contact Number: _____

DIPLOMA SEAL: Select type of diploma seal by placing a in the appropriate box.

| Courses | General Education Diploma (Check One) | | | | | Transition Diploma |
|--|---|---|--|--|--|--------------------|
| | Students with Disabilities (SWD) Georgia High School Graduation Test (GHSGT) Required | Students with Disabilities (SWD) Georgia Alternative Assessment (GAA) Required | College Preparatory Seal | Career Technology Seal | Honors /Distinction Seal † | |
| English* | 4 | 4 Access Courses | 4 | 4 | 4 | |
| Math * | 3 as determined by the IEP | 4 Access Courses | 4 | 4 | 4 | |
| Science* | 4 4 th science can meet science or elective requirement | 4 Access Courses | 4 4 th science can meet science or elective requirement | 4 4 th science can meet science or elective requirement | 4 4 th science can meet science or elective requirement | |
| Social Studies* Rq'd .5 Am. Govt. .5 World Geography 1 World History 1 U.S. History ^ 1 Economics | 4 | 4 Access Courses | 4 | 4 | 4 | |
| Health/Physical Education .5 Health .5 PE 1 ** | 2 | 2 Access Courses | 2 | 2 | 2 | |
| Electives *** Humanities *** World Languages* Career Technology** | 6 2 units of math support classes required *No Foreign Language as determined by IEP General Electives determined by IEP | 6 Access Courses | 6 *2 Units of the same World Language required ***3 Units of Career Tech in the same pathway required or 3 Units of Humanities 1 General Elective | 6 *1 Unit of a World Language required ***3 Units of Career Tech in the same pathway required 2 General Electives | 6 *3 Units of the same World Language required 3 General Electives | |
| Totals | 24 | 24 | 24 | 24 | 24 | |

Students must pass the Georgia High School Graduation Test in 5 areas to receive a diploma.

†Requires 3.5 Cumulative Grade Point Average (CUGPA) and a 3.0 Core Grade Point Average (CGPA)

*Core Courses

**One unit may be exempt through validated full-year participation in school sponsored athletics, marching band, dance and/or JROTC.

***Students are required to select elective courses based on the **area of concentration** with a minimum of three (3) units within the area of Career Technology or a minimum of three (3) units within the area of Humanities. **Career Technology units** must be in one of the following areas: BUS ED, FCS, TE, T&I or JROTC. **Humanities** include the following areas: World Languages, *ESOL, Fine Arts, Visual Arts, Performing Arts, ELA and Social Studies.

+All identified ELL students must be enrolled in an ESOL course. Course level placement must be made per results of the ACCESS and/or WIDA Standards Language Proficiency Level. For approved ESOL delivery models, please refer to GaDOE ESOL Resource Guide.

^Transfer students who have earned 0.5 CU for Economics have met state requirements; therefore, transfer students must take another 0.5 CU social studies elective to meet local graduation requirements.

- Transfer students who have not successfully completed 0.5 CU of World Geography may substitute another 0.5 CU social studies elective to meet local graduation requirements.

Parent's/Guardian's Signature: _____ Date: _____

Counselor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

White-Counselor

Canary-Registrar

Pink-Student/Parent

Jumped by far is the best novel that I have read - Google Docs

11/16/2016

Graduation Requirements

Note: students may begin some Math, Science, World Language, and Pathway courses in Middle School. These charts show a general progression of courses; there are courses that substitute for some of those listed below. Also, different diploma types have different World Language requirements (see page 39).

Course Sequences with 2 Semester College Prep Level Math in 9th / 10th

| English | Math | Science | Social Studies | World Languages | Physical Education | Pathway | Other |
|---------------------|--|------------------|----------------|-------------------|--------------------|----------------------|-------|
| Literature 9 | Foundations of Algebra (Fall 9 th) | Biology | Amer Gov | World Language I | Health 9 | Elective Pathway I | |
| | | | World Geo | | PE 9 | | |
| World Literature | Algebra (Spring 9 th) | Chemistry | World History | World Language II | PE I * | Elective Pathway II | |
| American Literature | Geometry Support (Fall 10 th) | Physics | US History | | | Elective Pathway III | |
| British Literature | Geometry (Spring 10 th) | Science Elective | Economics | | | | |
| | | | Financial Lit | | | | |
| | Advanced Algebra | | | | | | |
| | Pre-Calc or AMDM | | | | | | |

* = may be waived with participation in DCSD school sponsored sport / extra-curricular activity that involves 135 hours of physical activity

Course Sequences with 1 Semester College Prep Level Math in 9th / 10th

| English | Math | Science | Social Studies | World Languages | Physical Education | Pathway | Other |
|---------------------|------------------|------------------|----------------|-------------------|--------------------|----------------------|-------|
| Literature 9 | Algebra | Biology | Amer Gov | World Language I | Health 9 | Elective Pathway I | |
| | | | World Geo | | PE 9 | | |
| World Literature | Geometry | Chemistry | World History | World Language II | PE I * | Elective Pathway II | |
| American Literature | Advanced Algebra | Physics | US History | | | Elective Pathway III | |
| British Literature | Pre-Calc or AMDM | Science Elective | Economics | | | | |
| | | | Financial Lit | | | | |

* = may be waived with participation in DCSD school sponsored sport / extra-curricular activity that involves 135 hours of physical activity

Course Sequences with Accelerated Math
(student begins high school math courses in 9th grade)

| English | Math | Science | Social Studies | World Languages | Physical Education | Pathway | Other |
|---------------------|---|------------------|----------------|-------------------|--------------------|----------------------|-------|
| Literature 9 | Accelerated Algebra / Geometry A | Biology | Amer Gov | World Language I | Health 9 | Elective Pathway I | |
| | | | World Geo | | PE 9 | | |
| World Literature | Accelerated Geometry B / Advanced Algebra | Chemistry | World History | World Language II | PE I * | Elective Pathway II | |
| American Literature | Accelerated Pre-Calculus | Physics | US History | | | Elective Pathway III | |
| British Literature | Calculus or AP Calculus | Science Elective | Economics | | | | |
| | | | Financial Lit | | | | |

* = may be waived with participation in DCSD school sponsored sport / extra-curricular activity that involves 135 hours of physical activity

Course Sequences with Accelerated Math
(student begins high school math courses in 8th grade)

| English | Math | Science | Social Studies | World Languages | Physical Education | Pathway | Other |
|---------------------|---|------------------|----------------|-------------------|--------------------|----------------------|-------|
| Literature 9 | Accelerated Geometry B / Advanced Algebra | Biology | Amer Gov | World Language I | Health 9 | Elective Pathway I | |
| | | | World Geo | | PE 9 | | |
| World Literature | Accelerated Pre-Calculus | Chemistry | World History | World Language II | PE I * | Elective Pathway II | |
| American Literature | Calculus or AP Calculus | Physics | US History | | | Elective Pathway III | |
| British Literature | Math Elective | Science Elective | Economics | | | | |
| | | | Financial Lit | | | | |

* = may be waived with participation in DCSD school sponsored sport / extra-curricular activity that involves 135 hours of physical activity

Mathematics Course Options

Dunwoody High School Mathematics Course Sequences

| Grade | College Prep | | Accelerated / Gifted | Accelerated / Gifted |
|------------------------|------------------------------------|-------------------|---|---|
| 8th Grade | Math 8 | | High Achiever / Gifted Math 8 | Accelerated / Gifted Algebra / Geometry A (EOC) |
| 9th Grade | Algebra (2 Semesters) (EOC) | Algebra (EOC) | Accelerated / Gifted Algebra / Geometry A (EOC) | Accelerated / Gifted Geometry B / Advanced Algebra (EOC) |
| 10 th Grade | Geometry (2 Semesters) (EOC) | Geometry (EOC) | Accelerated / Gifted Geometry B / Advanced Algebra (EOC) | Accelerated / Gifted Pre-Calculus |
| 11 th Grade | Advanced Algebra | | Accelerated / Gifted Pre-Calculus | Math Elective(s) |
| 12 th Grade | Pre-Calculus | | Math Elective(s) | Math Elective(s) |

Math Electives: Advanced Math Decision Making, AP Statistics, Calculus, AP Calculus AB, AP Calculus BC, Multi-Variable Calculus, and Dual Enrollment math courses

Grading Scale

| Letter Grade | Range | 4 Point Scale | 5 Point Scale * (AP and Dual Enrollment) |
|--------------|----------|---------------|---|
| A | 90 - 100 | 4 points | 5 points |
| B | 80 - 89 | 3 points | 4 points |
| C | 71 - 79 | 2 points | 3 points |
| D | 70 | 1 point | 2 points |
| F | 0 - 69 | 0 points | 0 points |

* = Advanced Placement (AP) and Dual Enrollment courses are college level courses. The DeKalb County School District (DCSD) awards an extra quality point for these courses, except for a failing grade. This is for purposes of calculation of GPA as defined by the DCSD. The state university system, private colleges, private universities, out of state universities, other school districts, and private schools may calculate a student's GPA differently.

End of Course Assessments / Georgia Milestones

The Georgia Department of Education requires students to take End of Course Assessments (EOCs) in certain core courses offered at Dunwoody High School as part of the Georgia Milestones standardized testing program. The EOCs are required to count for 20% of the semester grade for that subject. The tests are administered near the end of the semester a student takes the course. A student does not have to pass the EOC in order to pass the class, but with a 20% weight, it is very difficult to pass an EOC course with a failing grade on the EOC. Conversely, passing an EOC does not mean a student passes the course. The impact of the EOC is that it counts for 20% of the semester grade. If a student fails an EOC course, they have to re-take the EOC for that course again, when they re-take the course.

| Subject | Grade Usually Taken | EOC Required |
|---|---|---------------------|
| American Literature AP Language Dual Enrollment American Literature | 11 th grade | American Literature |
| Algebra | 9 th grade | Algebra |
| Accelerated Algebra / Geometry A | 8 th / 9 th grade | Algebra |
| Biology | 9 th grade | Biology |
| US History * | 11 th grade | US History |

* = students currently do not have to take the US History EOC for AP US History or Dual Enrollment US History. Rules governing if students in AP Language, Dual Enrollment American Literature, AP US History, and Dual Enrollment US History have to take the EOC for those courses are subject to change by the Georgia Department of Education.

DeKalb County School District Grading Protocol *

| Category | Percentage |
|---|------------|
| Assessments Tasks (Skills & Homework) | 25% |
| Classwork: Guided, Independent, or Group Practice | 45% |
| Quizzes, Tests, and Projects | 30% |

* = For a course that requires an End of Course Assessment (EOC), the grade calculated by the formula above is 80% of the semester grade, and the EOC accounts for the remaining 20%.

Course Levels and Codes

| Level | Course Code Format | Description |
|---------------------------------|--------------------------------|---|
| College Prep | XX.0XXXXXX | All general education courses at Dunwoody High School earn credit towards a College Prep Diploma. This level is on grade level and appropriate for any high school student. |
| Accelerated / Gifted | XX.0XXXXXA OR XX.2XXXXXG | This is for students who want a more rigorous class and are extremely strong in the subject area. These two levels are taught together in the same classroom. The class has two rolls. Students who have tested and qualified as gifted are on the gifted class roll. Students who have not tested and been identified as gifted have access to the same curriculum in the same class on the accelerated roll. |
| Co-Taught (IEP Required) | XX.9XXXXXC | This is for students who receive Special Education Services and require an inclusion teacher per their IEP. There are two teachers, one a general education teacher, and the other a special education teacher, who work with the class. |
| Advanced Placement (AP) | XX.0XXXXX OR XX.2XXXXXG | The curriculum is college level and developed by College Board. Students receive an extra quality point for calculation of their GPA for AP courses per DeKalb County School District policy. |
| Dual Enrollment | XX.0XXX4XX | Dual Enrollment courses are taken at a college or university (usually but not limited to Georgia State University's Dunwoody Campus) for dual credit towards high school graduation requirements and college credit. These courses are taken on the campus of the college or university, and not at Dunwoody High School. Students are responsible for their own transportation to the college or university during the day. Students receive an extra quality point for calculation of their GPA for Dual Enrollment courses per DeKalb County School District policy. |

Differences in Middle and High School Levels

| Middle School | High School |
|---------------|--|
| General | College Prep |
| High Achiever | Accelerated |
| Gifted | Gifted (two rolls for the same class) |
| | Advanced Placement |
| | Dual Enrollment |

Dual Enrollment

(Formerly Move on When Ready)

Frequently Asked Questions for Parents and Students

1. What is the Move on When Ready program?

Move on When Ready is Georgia's dual enrollment program that allows high school students (9th – 12th grade) to earn college credit while working on their high school diploma. The Move on When Ready program covers tuition, mandatory fees and required textbooks.

The goal of Move on When Ready is to increase college access and completion, and prepare students to enter the workforce with the skills they need to succeed.

2. There are several benefits for students who participate in Move on When Ready.

Introduces students to college-level coursework.

Earning college credits while still in high school may enable students to graduate early and/or possibly even earn an associate degree, diploma or certificate.

- Helps students adjust to certain aspects of the college experience (e.g., classes, coursework, and instruction, being on a college campus) so the transition from high school to college may be easier.
- Students who participate in a dual enrollment program are more likely to go to college and get a college degree.
- Students may be able to take classes that are not offered at their high school, especially in subject areas they are interested in for a potential career.
- Participating in a dual enrollment program demonstrates a student's ability to handle more difficult coursework which is something college admissions officers may look upon favorably during admissions and recruiting.
- Taking college-level classes while still in high school may build confidence and encourage those students who may not be thinking about college to reconsider.

3. Who is eligible to participate in Move on When Ready?

All high school students, enrolled in 9th – 12th grade (9grade begins with Fall term) attending a public or private high school in Georgia or home study program operated in accordance with O.C.G.A. 20-2-690(c) can participate in Move on When Ready.

Students should begin receiving program information and materials in 8th grade in preparation for high school. Public high schools are required to provide Move on When Ready program information and materials to each 8th grade student when the student is developing his or her individual graduation plan.

4. How do eligible high schools and postsecondary institutions participate in Move on When Ready?

Each eligible high school, home study program and postsecondary institution must execute a MOWR Participation Agreement as prescribed by GSFC in order to participate in the program.

- High schools may choose to participate by completing the MOWR Four-Year High School Participation Agreement.
- Eligible home study students may choose to participate in MOWR by their parent completing the MOWR Annual Home Study Program Participation Agreement.
- Eligible postsecondary institutions' participation in MOWR is included in the Postsecondary Institution Program Participation Agreement for State Programs.

5. What do students have to do to participate in Move on When Ready?

To participate in Move on When Ready, students sign a student participation form with their high school or home study program, meet the admissions requirements at the postsecondary institution of their choice and make satisfactory academic progress.

Interested students should see their high school counselor and visit GCollege411.org for program information and the application.

6. What classes/courses will be available to students?

Approved courses for Move on When Ready are listed in the Move on When Ready Approved Course Directory. Approved classes may include degree level or non-degree level courses in the five main academic areas (English, math, science, social studies and foreign language), as well as electives, career, technical and agricultural offerings.

The courses a student chooses each term must be listed on his or her Move on When Ready application and must be approved by his or her high school and the postsecondary institution he or she will be attending.

7. Can a student pursue his/her high school diploma and a postsecondary degree or certificate at the same time?

Yes, while in high school, eligible students may choose to pursue a postsecondary degree, diploma or certificate. Students should speak with their high school counselor to explore the options associated with this opportunity.

Eligible high school students may choose to pursue their high school diploma by:

1. Completing required courses as listed on the GADOE High School Required Course List, including two English, two math, two science, and two social studies courses, the associated end of course tests for each, and one health and physical education course (courses that would normally be taken during the 9th and 10th grade year); and,
2. Enrolling at an eligible participating postsecondary institution and earning one of the following:

- a. Associate degree,
- b. Technical diploma, or
- c. Two certificates in one specific career pathway, all postsecondary academic education, technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field as determined by the Technical College System of Georgia (TCSG).

8. Are online courses available to students participating in Move on When Ready?

Yes, Move on When Ready students can enroll in online courses if the course is on the approved course list. Students should carefully consider whether an online course is a good fit for them before enrolling.

1. Will students have to take an End of Course (EOC) assessment for a class they complete through Move on When Ready?

Yes, public school students participating in Move on When Ready are required to take all appropriate EOCs. Students who are home schooled or attend a private school are not required to take EOCs. Check with your high school counselor for EOC requirements.

10. What terms is Move on When Ready available?

Students may participate in Move on When Ready for all terms.

- Fall, spring and summer semesters
- Fall, winter, spring and summer quarters

Check with the postsecondary institution for deadlines each term, semester or quarter.

11. How does a student apply to participate in Move on When Ready?

Students attending an eligible public or private high school must complete the Move on When Ready online application which can be found on GACollege411.org.

Home study students must complete the paper application which can be printed from GACollege411.org.

The MOWR student application has three parts:

- Students and parents complete Part I
- High school counselors or home study instructors complete Part II
- Postsecondary institutions complete Part III

12. What are the deadlines to submit the application?

The MOWR program does have term specific application deadlines. High schools and postsecondary institutions may set earlier institutional deadlines for participation. Check with your high school and postsecondary institution for deadlines each term, semester or quarter.

The student, high school/home study program or parent and the postsecondary institution must complete the MOWR student application and submit it to GSFC by the last day of the postsecondary term, semester or quarter, or the student's withdrawal date, whichever occurs first.

13. What expenses does the Move on When Ready program cover for eligible participants?

Students who meet all eligibility requirements will receive a student-specific award amount to be applied to tuition, mandatory fees and books. The postsecondary institution cannot charge the student any additional tuition or mandatory fee costs for approved MOWR courses. The postsecondary institution must provide the required textbooks for the approved MOWR courses. How the books are provided to the MOWR student is determined by the postsecondary institution.

The aid is paid to the postsecondary institution. The award chart for Move on When Ready can be found on GAcollege411.org.

14. What expenses are not covered by the Move on When Ready program?

Students may incur expenses for course related fees and supplies required for a particular course or optional fee charged by the postsecondary institution. If the postsecondary institution provided the textbooks through a lending program, the student may be charged a lost or damaged book fee if the book is not returned in the required condition.

The student is responsible for tuition and fees for any course taken that is not on the MOWR Approved Course Directory and the student's MOWR application.

Dual Enrollment courses are taken at the campus of the college, university, or technical school from which they are offered. These classes are not located on the campus of Dunwoody High School. Students are responsible for arranging their own transportation between Dunwoody High School and the college, university, or technical school campus where a Dual Enrollment class meets. Having a dual enrollment class will not obtain a junior, nor guarantee a senior a parking space on the Dunwoody High School campus.

Advanced Placement

Advanced Placement (AP) courses are college level courses in which the curriculum of the course is set by the College Board. The teacher of an AP course has to submit their syllabus for approval to the College Board to make certain that the curriculum for the course meets College Board standards. Students in AP courses earn an extra quality point for each letter grade (except for a failing grade) per DeKalb County School District policy. Students may pay for and sign up for the AP Exam for any AP course they take. Depending upon the requirements set by each college or university, a student may be able to exempt the course in college and / or earn college credit for the course. The workload for an AP course is college level.

English Language Arts

English Language Arts Course Options

Dunwoody High School English Language Arts Course Sequences

| Grade | College Prep | Accelerated / Gifted | Advanced Placement / Dual Enrollment |
|------------------------|--|--|--|
| 9th Grade | Literature 9 | Accelerated / Gifted Literature 9 | |
| 10 th Grade | World Literature | Accelerated / Gifted World Literature | |
| 11 th Grade | American Literature (EOC) | Accelerated / Gifted American Literature (EOC) | Advanced Placement Language (EOC) |
| 12 th Grade | British Literature OR Multicultural Literature | Accelerated / Gifted British Literature OR Accelerated / Gifted Multicultural Literature | Advanced Placement Literature OR Dual Enrollment |

Students may move between levels of courses from year to year with their English Language Arts coursework.

English Language Arts Course Descriptions

| Code | Title | Description | Levels Offered |
|------------|-------------------|--|----------------|
| 23.0310000 | Writer's Workshop | This course offers opportunities for students to explore different writing genres: narrative, descriptive, persuasive, and expository modes of discourse. The students will study different writers and their writing styles. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: fluency, style, diction, mechanics, grammar, imaginative expressions, and details. The course allows students to utilize the writing process to write independently to improve their writing. | N / A |

| | | | |
|------------|----------------------|---|-------|
| | | Prerequisite(s): none | |
| 23.0320000 | Journalism I | <p>The Journalism I, II, III, and IV courses are a production course focused on the Yearbook. Students will learn journalistic writing, the use and mastery of a DSLR camera, as well as the ins and outs of Adobe InDesign and Photoshop. In addition to these concepts, students will learn project management, marketing, and large and small group communication. This course is closed to 9th graders.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • application and acceptance into the Journalism Academy | N / A |
| 23.0330000 | Journalism II | <p>The Journalism I, II, III, and IV courses are a production course focused on the Yearbook. Students will learn journalistic writing, the use and mastery of a DSLR camera, as well as the ins and outs of Adobe InDesign and Photoshop. In addition to these concepts, students will learn project management, marketing, and large and small group communication. This course is closed to 9th graders.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • application and acceptance into the Journalism Academy • Journalism I | N / A |
| 23.0340000 | Advanced Composition | <p>This course focuses on the writing process (planning, drafting, and revising). The students will focus on different writing genres and organizational structures: expository, persuasive, narrative, descriptive, comparison-contrast, exemplification, process analysis, classification, cause and effect, and definition. Advanced grammar skills will be a major component of this class. An emphasis on research is also required</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Writer's Workshop | N / A |
| 23.0350000 | Journalism III | <p>The Journalism I, II, III, and IV courses are a production course focused on the Yearbook. Students will learn journalistic writing, the use and mastery of a DSLR camera, as well as the ins and outs of Adobe InDesign and Photoshop. In addition to these concepts, students will learn project management, marketing, and large and small group communication. This course is closed to 9th graders.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • application and acceptance into the Journalism Academy • Journalism I • Journalism II | N / A |

| | | | |
|------------|---------------------|--|--|
| 23.0360000 | Journalism IV | <p>The Journalism I, II, III, and IV courses are a production course focused on the Yearbook. Students will learn journalistic writing, the use and mastery of a DSLR camera, as well as the ins and outs of Adobe InDesign and Photoshop. In addition to these concepts, students will learn project management, marketing, and large and small group communication. This course is closed to 9th graders.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • application and acceptance into the Journalism Academy • Journalism I • Journalism II • Journalism III | N / A |
| 23.0510000 | American Literature | <p>This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p> <p>Students in this course will take the American Literature End of Course Assessment that will count for 20% of the semester grade.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Literature 9 or College Prep Literature 9 • Accelerated / Gifted World Literature or College Prep World Literature | <p>Accelerated Gifted</p> <p>College Prep</p> <p>Co-Taught (IEP Only)</p> <p>ESOL (ELL Only)</p> |
| 23.0520000 | British Literature | <p>This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an</p> | <p>Accelerated Gifted</p> <p>College</p> |

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| | | <p>understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Literature 9 or College Prep Literature 9 • Accelerated / Gifted World Literature or College Prep World Literature | <p>Prep Co-Taught (IEP Only)</p> |
| 23.0530000 | Advanced Placement English Language | <p>This course focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and</p> | <p>Advanced Placement</p> |

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| | | <p>professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board. (This literature module must be taught in the 11th grade and is recommended as a designated substitute for American Literature.)</p> <p>This course fulfills the same graduation requirement as American Literature.</p> <p>Students in this course will take the American Literature End of Course Assessment that will count for 20% of the semester grade.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Literature 9 or College Prep Literature 9 • Accelerated / Gifted World Literature or College Prep World Literature | |
| 23.0610000 | Literature 9 | <p>This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p> <p>Prerequisite(s): none</p> | <p>Accelerated Gifted</p> <p>College Prep</p> <p>Co-Taught (IEP Only)</p> <p>ESOL (ELL Only)</p> |
| 23.0630000 | World Literature | <p>This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an</p> | <p>Accelerated Gifted</p> <p>College Prep</p> <p>Co-Taught</p> |

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| | | <p>understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects. Depending on which grade level this course is taught, the teacher will follow strands from the Georgia Standards of Excellence for that grade level for composition, conventions, and listening, speaking, and viewing.</p> <p>Prerequisite(s): none</p> | <p>(IEP Only) ESOL (ELL Only)</p> |
| 23.0650000 | Advanced Placement English Literature | <p>The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.</p> <p>This course fulfills the same graduation requirement as British Literature.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Literature 9 or College Prep Literature 9 • Accelerated / Gifted World Literature or College Prep World Literature • Advanced Placement Language, Accelerated / Gifted American Literature, or College Prep American Literature | Advanced Placement |
| 23.0670000 | Multicultural Literature | <p>The course focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking.</p> | <p>Accelerated Gifted College Prep Co-Taught (IEP Only)</p> |

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| | | <p>Instruction in language conventions will, therefore, occur within.</p> <p>This course fulfills the same graduation requirement as British Literature.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> Accelerated / Gifted Literature 9 or College Prep Literature 9 Accelerated / Gifted World Literature or College Prep World Literature | |
| 23.1830000 | Basic Reading / Writing | <p>This course provides fundamental skills development in the five strands of the GSE courses: Reading and Literature, Reading Across the Curriculum, Writing, Conventions, and Listening, Speaking, and Viewing. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GSE literary and writing genres associated with students' English course), speaking, and critical thinking.</p> <p>Students are registered for this course based upon standardized testing scores at the middle school.</p> <p>Prerequisite(s): none</p> | N / A |
| 35.0660000 | SAT Prep | <p>Focuses on preparing students to take the verbal portion of the SAT.</p> <p>Prerequisite(s): none</p> | N / A |

Dual Enrollment Courses for English Language Arts

Students may also take Dual Enrollment courses at the Dunwoody Campus of Georgia State University to meet certain graduation requirements for English Language Arts. Students in Dual Enrollment courses earn college credit for these classes at the same time. More information on the Dual Enrollment program is available on pages 11 – 14 and in the Counselling Office.

Substitute Courses

- AP Language substitutes for American Literature
- Multicultural Literature substitutes for British Literature
- AP Literature substitutes for British Literature
- Different Dual Enrollment courses can substitute for American Literature and British Literature requirements for graduation

Mathematics

Mathematics Course Options

Dunwoody High School Mathematics Course Sequences

| Grade | College Prep | | Accelerated / Gifted | Accelerated / Gifted |
|------------------------|---|------------------|--|--|
| 8th Grade | Math 8 | | High Achiever / Gifted Math 8 | Accelerated / Gifted Algebra / Geometry A (EOC) |
| 9th Grade | Algebra (2 Semesters) (EOC) | Algebra (EOC) | Accelerated / Gifted Algebra / Geometry A (EOC) | Accelerated / Gifted Geometry B / Advanced Algebra |
| 10 th Grade | Geometry (2 Semesters) | Geometry | Accelerated / Gifted Geometry B / Advanced Algebra | Accelerated / Gifted Pre-Calculus |
| 11 th Grade | Advanced Algebra | | Accelerated / Gifted Pre-Calculus | Math Elective(s) |
| 12 th Grade | Pre-Calculus OR Advanced Math Decision Making | | Math Elective(s) | Math Elective(s) |

Math Electives: Advanced Math Decision Making, AP Statistics, Calculus, AP Calculus AB, AP Calculus BC, Multi-Variable Calculus, and Dual Enrollment math courses

Mathematics Course Descriptions

| Code | Title | Description | Levels Offered |
|------------|------------------------|--|--|
| 27.0481000 | Foundations of Algebra | Foundations of Algebra is a first year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need substantial support to bolster success in high school mathematics. It will provide many opportunities to revisit and expand the understanding of foundational algebra | College Prep Co-Taught (IEP Only) |

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| | | <p>concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses by emphasizing both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.</p> <p>Prerequisite(s): none</p> | ESOL (ELL Only) |
| 27.0720000 | Advanced Placement Calculus AB | <p>Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Algebra & Geometry A • Accelerated / Gifted Geometry B & Advanced Algebra • Accelerated Pre-Calculus | Advanced Placement |
| 27.0730000 | Advanced Placement Calculus BC | <p>Conforms to College Board topics for the Advanced Placement Calculus BC Examination. Covers Advanced Placement Calculus AB topics and includes vector functions, parametric equations, conversions, parametrically defined curves, tangent lines, and sequence and series.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Algebra & Geometry A • Accelerated / Gifted Geometry B & Advanced Algebra • Accelerated Pre-Calculus • Advanced Placement Calculus AB | Advanced Placement |
| 27.0740000 | Advanced Placement Statistics | <p>Follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability, and statistical inference.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Algebra & Geometry A • Accelerated / Gifted Geometry B & Advanced Algebra OR • Algebra • Geometry • Advanced Algebra | Advanced Placement |
| 27.0770000 | Multivariable Calculus | <p>This is an option for students who have completed AP Calculus BC. It includes three-dimensional coordinate geometry; matrices and determinants; eigenvalues and eigenvectors of matrices; limits and continuity of functions with</p> | N/ A |

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| | | <p>two independent variables; partial differentiation; multiple integration; the gradient; the divergence; the curl; Theorems of Green, Stokes, and Gauss; line integrals; integrals independent of path; and linear first-order differential equations.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Algebra & Geometry A • Accelerated / Gifted Geometry B & Advanced Algebra • Accelerated Pre-Calculus • Advanced Placement Calculus AB • Advanced Placement Calculus BC | |
| 27.0780000 | Calculus | <p>This is a fourth unit of mathematics option for students who have completed Accelerated Pre-Calculus or Pre-Calculus. It includes problem solving, reasoning and estimation, functions, derivatives, applications of the derivative, integrals, and application of the integral</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Algebra & Geometry A • Accelerated / Gifted Geometry B & Advanced Algebra • Accelerated Pre-Calculus OR • Algebra • Geometry • Advanced Algebra • Pre-Calculus | N/A |
| 27.0850000 | Advanced Math Decision Making | <p>This is a course designed to follow the completion of Advanced Algebra. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Algebra • Geometry • Advanced Algebra OR • Accelerated / Gifted Algebra & Geometry A • Accelerated / Gifted Geometry B & Advanced Algebra • Accelerated Pre-Calculus | <p>College Prep</p> <p>Co-Taught (IEP Only)</p> |

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| 27.0971000 | Algebra | <p>The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p> <p>Students in this course will take the Algebra End of Course Assessment that will count for 20% of the semester grade.</p> <p>Prerequisite(s): none</p> | <p>College Prep</p> <p>Co-Taught (IEP Only)</p> <p>ESOL (ELL Only)</p> |
| 27.0972000 | Geometry | <p>The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Algebra | <p>College Prep</p> <p>Co-Taught (IEP Only)</p> <p>ESOL (ELL Only)</p> |

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| 27.0973000 | Advanced Algebra | <p>It is in Advanced Algebra that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Algebra • Geometry | <p>College Prep</p> <p>Co-Taught (IEP Only)</p> |
| 27.0974000 | Pre-Calculus | <p>Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Algebra • Geometry • Advanced Algebra | <p>College Prep</p> <p>Co-Taught (IEP Only)</p> |
| 27.0975000 | Accelerated Algebra & Geometry A | <p>The fundamental purpose of Accelerated Coordinate Algebra/Analytic Geometry A is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential</p> | Accelerated Gifted |

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| | | <p>phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The next unit in the course ties together the algebraic and geometric ideas studied. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines and rounds out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p> <p>Students in this course will take the Algebra End of Course Assessment that will count for 20% of the semester grade.</p> <p>Pre-requisite(s): none</p> | |
| 27.0976000 | Accelerated Geometry B & Advanced Algebra | <p>The focus of Accelerated Analytic Geometry B / Advanced Algebra is organized into 10 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p> | Accelerated Gifted |

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| | | Prerequisite(s) <ul style="list-style-type: none"> Accelerated Algebra & Geometry A | |
| 27.0977000 | Accelerated Pre-Calculus | Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Prerequisite(s): <ul style="list-style-type: none"> Accelerated Algebra & Geometry A Accelerated Geometry B & Advanced Algebra | Accelerated Gifted |
| 27.0982000 | Geometry Support | This course should be used in conjunction with 27.0972000. It is designed to provide additional support to students who may struggle with concepts in Geometry and allow them to take the course over two semesters at Dunwoody High School Prerequisite(s): none | College Prep Co-Taught (IEP Only) ESOL (ELL Only) |

Dual Enrollment Courses for Mathematics

Students may also take Dual Enrollment courses at the Dunwoody Campus of Georgia State University or the Georgia Institute of Technology to meet certain graduation requirements for Mathematics. Students in Dual Enrollment courses earn college credit for these classes at the same time. More information on the Dual Enrollment program is available on pages 11 – 14 and in the Counselling Office.

Science

Science Course Options

Dunwoody High School Science Course Sequences

| Grade | College Prep | College Prep | Accelerated / Gifted | Advanced Placement / Dual Enrollment / FBSC |
|------------------------|-----------------------|------------------|------------------------------------|--|
| 9th Grade | Environmental Science | Biology (EOC) | Accelerated / Gifted Biology (EOC) | STT Program at Fernbank Science Center / Biology (Application Process) |
| 10 th Grade | Biology (EOC) | Chemistry | Accelerated / Gifted Chemistry | Accelerated / Gifted Chemistry AND Advanced Placement Chemistry |
| 11 th Grade | Physical Science | Physics | Accelerated / Gifted Physics | Advanced Placement Physics I |
| 12 th Grade | Chemistry | Science Elective | Science Elective | Science Elective |

Students may move between levels of courses from year to year with their Science coursework.

Science Electives: AP Biology, AP Environmental Science, Human Anatomy, Oceanography, Dual Enrollment courses, and Fernbank Science Center (FBSC) Courses.

Science Course Descriptions

| Code | Title | Description | Levels Offered |
|------------|---------|---|--|
| 26.0120000 | Biology | The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and | Accelerated Gifted College Prep Co-Taught |

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| | | <p>biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.</p> <p>Students in this course will take the Biology End of Course Assessment that will count for 20% of the semester grade.</p> <p>Prerequisite(s): none</p> | <p>(IEP Only)</p> <p>ESOL (ELL Only)</p> |
| 26.0140000 | Advanced Placement Biology | <p>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. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. 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 on the course are molecules and cells, heredity and evolution, and organisms and populations.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Biology or College Prep Biology • AP Environmental Science • Student must be in the 11th or 12th grade | Advanced Placement |
| 26.0611000 | Environmental Science | <p>The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.</p> <p>Prerequisite(s): none</p> | <p>College Prep</p> <p>Co-Taught (IEP Only)</p> <p>ESOL (ELL Only)</p> |
| 26.0620000 | Advanced Placement Environmental Science | <p>AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the</p> | Advanced Placement |

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| | | <p>structure of the AP Environmental Science 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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Biology or College Prep Biology • Accelerated / Gifted Chemistry or College Prep Chemistry | |
| 26.0730000 | Human Anatomy | <p>The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Biology or College Prep Biology | N / A |
| 40.0110000 | Physical Science | <p>The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.</p> | <p>College Prep Co-Taught (IEP Only)</p> |

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| | | <p>This course fulfills the same graduation requirement as Physics.</p> <p>Prerequisite(s): none</p> | |
| 40.0510000 | Chemistry | <p>The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.</p> <p>Prerequisite(s): none</p> | <p>Accelerated Gifted</p> <p>College Prep</p> <p>Co-Taught (IEP Only)</p> |
| 40.0530000 | Advanced Placement Chemistry | <p>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. It is expected that a minimum of 290 minutes per week will be allotted for an AP Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Accelerated / Gifted Chemistry | Advanced Placement |
| 40.0710000 | Oceanography | <p>This course introduces the students to the study of the ocean composition and structure, the dynamics of energy flow within the ocean system, and the impact of human interaction</p> | <p>College Prep</p> <p>Co-Taught</p> |

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| | | <p>with the ocean systems. The basic concepts of physical, chemical, geologic and biological oceanography are addressed by discussions on marine mineral resources, ocean energy, living resources of the sea, marine pollution and ocean management. Student will acquire practical laboratory and field experiences through the reading of charts, making basic measurements of seawater chemistry, examination of coastal geology, wave and beach processes, and marine organisms and habitats.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> Accelerated / Gifted Biology or College Prep Biology | (IEP Only) |
| 40.2810000 | Physics | <p>The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.</p> <p>Prerequisite(s): none</p> | <p>Accelerated Gifted College Prep Co-Taught (IEP Only)</p> |
| 40.0831000 | Advanced Placement Physics 1 | <p>AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.</p> <p>Prerequisite(s): none</p> | Advanced Placement |
| 40.0832000 | Advanced Placement Physics 2 | <p>AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.</p> | Advanced Placement |

Dual Enrollment Courses for Science

Students may also take Dual Enrollment courses at the Dunwoody Campus of Georgia State University to meet certain graduation requirements for Science. Students in Dual Enrollment courses earn college credit for these classes at the same time. More information on the Dual Enrollment program is available on pages 11 – 14 and in the Counselling Office.

Fernbank Science Center (FBSC) Courses for Science

Students may also take courses at the Fernbank Science Center. FBSC is part of the DeKalb County School District. Ninth grade students can participate in the Science Tools and Techniques Program (STT). Students have to apply for the STT program in the 8th grade at Peachtree Middle School for acceptance into the program for their ninth grade year. Students are not guaranteed admission to the program by just applying. There are criteria that the students must meet. If a student is accepted into the STT program, they take Biology and an Earth Systems course at FBSC for first and second periods of Fall Semester. The district provides transportation to FBSC in the morning and from FBSC to DHS for third and fourth periods. The student then walks, rides with their parents, or takes their regular bus route home from DHS.

Seniors may take their fourth unit of science at FBSC as well. These courses are usually offered to correspond with fourth period at DHS or later in the afternoon. Fourth period is blocked off on the student's schedule for the FBSC course. Students are responsible for arranging their own transportation from DHS to FBSC and home. Students may obtain more information about FBSC courses in the Counseling Office.

Social Studies

Social Studies Course Options

Dunwoody High School Social Studies Course Sequences

| Grade | College Prep | Accelerated / Gifted | Advanced Placement / Dual Enrollment |
|------------------------|---------------------|--|--|
| 9th Grade | American Government | Accelerated / Gifted American Government | |
| | World Geography | Accelerated / Gifted World Geography | |
| 10 th Grade | World History | Accelerated / Gifted World History | Advanced Placement World History |
| 11 th Grade | US History (EOC) | Accelerated / Gifted US History (EOC) | Advanced Placement US History OR Dual Enrollment |
| 12 th Grade | Economics | | Advanced Placement Macroeconomics OR Dual Enrollment |
| | Financial Literacy | | |

Students may move between levels of courses from year to year with their Social Studies coursework.

Social Studies Course Descriptions

| Code | Title | Description | Levels Offered |
|------------|-------------------------------|---|--------------------|
| 45.0160000 | Advanced Placement Psychology | <p>Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.</p> <p>Prerequisite(s): none</p> | Advanced Placement |

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| 45.0520000 | Advanced Placement Government & Politics of the United States | <p>Conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights.</p> <p>This course may substitute for the American Government (45.0570000) graduation requirement for tenth, eleventh, and twelfth grade students.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> Recommended: Accelerated / Gifted American Government or College Prep American Government | Advanced Placement |
| 45.0530000 | Advanced Placement Comparative Government | <p>Conforms to College Board topics for the Advanced Placement Comparative Government and Politics Examination. Covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and an introduction to comparative politics.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> Accelerated / Gifted American Government or College Prep American Government (recommended) Advanced Placement Government & Politics of the United States | Advanced Placement |
| 45.0570000 | American Government | <p>An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.</p> <p>Prerequisite(s): none</p> | <p>Accelerated Gifted</p> <p>College Prep</p> <p>Co-Taught (IEP Only)</p> <p>ESOL (ELL Only)</p> |
| 45.0610000 | Economics | <p>An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.</p> <p>Prerequisite(s): none</p> | <p>College Prep</p> <p>Co-Taught (IEP Only)</p> |
| 45.0620000 | Advanced Placement Macroeconomics | <p>Conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth.</p> | Advanced Placement |

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| | | <p>This course substitutes for the Economics graduation requirement.</p> <p>Prerequisite(s): none</p> | |
| 45.0670000 | Financial Literacy | <p>Financial literacy describes the skills needed for understanding the interactions of people with money and related matters. The course is designed to help students develop that understanding by describing, analyzing, and evaluating many financial topics that most students will directly experience.</p> <p>Prerequisite(s): none</p> | <p>College Prep</p> <p>Co-Taught (IEP Only)</p> |
| 45.0711000 | World Geography | <p>Investigates regions of the world and how these regions influence the historical, economic, political, and cultural development in an interdependent world. Includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth).</p> <p>Prerequisite(s): none</p> | <p>Accelerated Gifted</p> <p>College Prep</p> <p>Co-Taught (IEP Only)</p> <p>ESOL (ELL Only)</p> |
| 45.0770000 | Advanced Placement Human Geography | <p>Conforms to the College Board topics for Advanced Placement Human Geography.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> Accelerated / Gifted World Geography or College Prep World Geography | Advanced Placement |
| 45.0810000 | US History | <p>Examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.</p> <p>Students in this course will take the US History End of Course Assessment that will count for 20% of the semester grade.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> Accelerated / Gifted American Government or College Prep American Government Accelerated / Gifted World Geography or College Prep World Geography | <p>Accelerated Gifted</p> <p>College Prep</p> <p>Co-Taught (IEP Only)</p> <p>ESOL (ELL Only)</p> |
| 45.0811000 | Advanced Placement World History | <p>Conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills.</p> | Advanced Placement |

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| | | Prerequisite(s): <ul style="list-style-type: none"> Accelerated / Gifted World Geography or College Prep World Geography | |
| 45.0820000 | Advanced Placement US History | Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. Prerequisite(s): <ul style="list-style-type: none"> Accelerated / Gifted American Government or College Prep American Government Accelerated / Gifted World Geography or College Prep World Geography | Advanced Placement |
| 45.0830000 | World History | A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21 st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World. Prerequisite(s): <ul style="list-style-type: none"> Accelerated / Gifted World Geography or College Prep World Geography | Accelerated Gifted College Prep Co-Taught (IEP Only) ESOL (ELL Only) |
| 45.0840000 | Advanced Placement European History | Conforms to College Board topics for the Advanced Placement European History Examination. Covers intellectual and cultural history, political and diplomatic history and social and economic history. Prerequisite(s): <ul style="list-style-type: none"> Accelerated / Gifted World Geography or College Prep World Geography AP World History or Accelerated / Gifted World History or World History | Advanced Placement |

Dual Enrollment Courses for Social Studies

Students may also take Dual Enrollment courses at the Dunwoody Campus of Georgia State University to meet certain graduation requirements for Social Studies. Students in Dual Enrollment courses earn college credit for these classes at the same time. More information on the Dual Enrollment program is available on pages 11 – 14 and in the Counselling Office.

World Languages

Courses in French, Latin, and Spanish are offered at Dunwoody High School. Students are required to complete the following number of units of a World Language to fulfill graduation requirements based upon their diploma choice (see diploma requirements on page 5).

- Career Technology = 1 Unit
- College Preparatory = 2 Units
- College Preparatory with Honors and Distinction = 3 Units
- English Language Learners can be exempted from the World Languages graduation requirement under certain circumstances.
- Students may also take 3 units of a World Language beyond the requirement for their diploma choice indicated above to complete their elective pathway for graduation.

Students may start taking their World Languages coursework for graduation in middle school in the 7th or 8th grade (French and Spanish are offered at Peachtree Middle School), 9th grade, or 10th grade. While it is possible for a student to start their World Languages in the 11th grade, it is not recommended that students wait that long to do so. Dunwoody offers course work in the following levels of the following languages:

- French: I, II, III, IV, V, VI, and Advanced Placement
- Latin: I, II, III, IV, V, and Advanced Placement
- Spanish: I, II, III, IV, V, VI, Advanced Placement, VII, and AP Spanish Literature and Culture
- Spanish for Native Speakers: I and II

Different World Language Courses are offered specific semesters due to Dunwoody High School's block schedule and the fact that some students begin their World Language coursework in the 7th grade in middle school, some in the 8th grade in middle school, and some in high school. The goal in offering courses specific semesters is to provide students with continuity in the World Language they are studying until they conclude the highest level of that World Language required by their diploma type for graduation, their highest level of interest in studying that language, or they complete the entire course offerings in that language, if so desired.

World Languages Course Options

Dunwoody High School French Course Sequences

(students may begin coursework in French at Peachtree Middle School)

| Grade | Start French in 7 th Grade | Start French in 8 th Grade | Start French in 9 th Grade | Start French in 10 th Grade | Start French in 11 th Grade |
|-------------------------------------|--|--|--|---|---|
| 7 th Grade | French I * | | | | |
| 8 th Grade | French II ** | French I * | | | |
| 9 th Grade Fall | French III *** | French II ** | | | |
| 9 th Grade Spring | French IV | French III *** | French I * | | |
| 10 th Grade Fall | French V | French IV | French II ** | | |
| 10 th Grade Spring | French VI | French V | French III *** | French I * | |
| 11 th Grade Fall | Advanced Placement French | Advanced Placement French | French IV | French II ** | |
| 11 th Grade Spring | | | French V | French III *** | French I * |
| 12 th Grade Fall | | | Advanced Placement French | French IV | French II ** |
| 12 th Grade Spring | | | | French V | French III *** |

* = 1 unit required for Technology Diploma

** = 2 units required for College Prep Diploma

*** = 3 units required for College Prep with Honors and Distinction Diploma

Dunwoody High School Latin Course Sequences

(Latin is not offered at Peachtree Middle School)

| Grade | Start Latin in 9 th Grade | Start Latin in 10 th Grade | Start Latin in 11 th Grade |
|----------------------------------|--------------------------------------|---------------------------------------|---------------------------------------|
| 9 th Grade Spring | Latin I * | | |
| 10 th Grade Fall | Latin II** | | |
| 10 th Grade Spring | Latin III *** | Latin I * | |
| 11 th Grade Fall | Latin IV | Latin II** | |
| 11 th Grade Spring | Latin V | Latin III *** | Latin I * |
| 12 th Grade Fall | Advanced Placement Latin | Latin IV | Latin II** |
| 12 th Grade Spring | | Latin V | Latin III *** |

* = 1 unit required for Technology Diploma

** = 2 units required for College Prep Diploma

*** = 3 units required for College Prep with Honors and Distinction Diploma

Dunwoody High School Spanish Course Sequences

(students may begin coursework in Spanish at Peachtree Middle School)

| Grade | Start Spanish in 7 th Grade | Start Spanish in 8 th Grade | Start Spanish in 9 th Grade | Start Spanish in 10 th Grade | Start Spanish in 11 th Grade |
|-------------------------------|--|--|--|---|---|
| 7 th Grade | Spanish I * | | | | |
| 8 th Grade | Spanish II ** | Spanish I * | | | |
| 9 th Grade Fall | Accelerated / Gifted Spanish III *** | Accelerated / Gifted Spanish II ** | | | |
| 9 th Grade Spring | Spanish IV | Accelerated / Gifted Spanish III *** | Spanish I * | | |
| 10 th Grade Fall | Spanish V | Spanish IV | Spanish II ** | | |
| 10 th Grade Spring | Spanish VI | Spanish V | Spanish III *** | Spanish I * | |
| 11 th Grade Fall | Advanced Placement Spanish | Advanced Placement Spanish | Spanish IV | Spanish II ** | |
| 11 th Grade Spring | Spanish VII | Spanish VII | Spanish V | Spanish III *** | Spanish I * |
| 12 th Grade Fall | Advanced Placement Spanish Lit | Advanced Placement Spanish Lit | Advanced Placement Spanish | Spanish IV | Spanish II ** |
| 12 th Grade Spring | | | Spanish VII | Spanish V | Spanish III *** |

* = 1 unit required for Technology Diploma

** = 2 units required for College Prep Diploma

*** = 3 units required for College Prep with Honors and Distinction Diploma

AP Spanish Literature and Culture is offered when there are enough requests for the course. The prerequisite for AP Spanish Literature and Culture is AP Spanish Language

Dunwoody High School Spanish for Native Speakers Course Sequences

(students may begin coursework in Spanish for Native Speakers at Peachtree Middle School)

| Grade | Start Spanish in 8 th Grade | Start Spanish in 9 th Grade | Start Spanish in 10 th Grade |
|----------------------------------|--|--|---|
| 8 th Grade | Spanish for Native Speakers I * | | |
| 9 th Grade Fall | Spanish for Native Speakers II ** | | |
| 9 th Grade Spring | Spanish V *** | Spanish for Native Speakers I * | |
| 10 th Grade Fall | Advanced Placement Spanish | Spanish for Native Speakers II ** | |
| 10 th Grade Spring | Spanish VII | Spanish V *** | Spanish for Native Speakers I * |
| 11 th Grade Fall | Advanced Placement Spanish Literature | Advanced Placement Spanish | Spanish for Native Speakers II ** |
| 11 th Grade Spring | | Spanish VII | Spanish V *** |
| 12 th Grade Fall | | Advanced Placement Spanish Literature | Advanced Placement Spanish |
| 12 th Grade Spring | | | Spanish VII |

* = 1 unit required for Technology Diploma

** = 2 units required for College Prep Diploma

*** = 3 units required for College Prep with Honors and Distinction Diploma

AP Spanish Literature and Culture is offered when there are enough requests for the course. The prerequisite for AP Spanish Literature and Culture is AP Spanish Language

World Languages Course Descriptions

| Code | Title | Description | Levels Offered |
|------------|----------|--|----------------|
| 60.0110000 | French I | Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures. Prerequisite(s): none | N / A |

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|------------|------------|--|-------|
| 60.0120000 | French II | <p>Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • French I | N / A |
| 60.0130000 | French III | <p>Enhances Level Two skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of French-speaking cultures.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • French I • French II | N / A |
| 60.0140000 | French IV | <p>Enhances Level Three skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities to develop a broader and more extensive understanding of French-speaking cultures.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • French I • French II • French III | N / A |
| 60.0150000 | French V | <p>Enhances Level Four skills in French, provides opportunities to increase levels of proficiency in all skill areas and to deepen understanding of French-speaking cultures.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • French I • French II • French III • French IV | N / A |
| 60.0160000 | French VI | <p>Enhances Level Five skills in French, provides opportunities to increase levels of proficiency in all skill areas and to deepen understanding of French-speaking cultures.</p> <p>At Dunwoody High School, this course is designed to give students extra preparation prior to taking AP French Language. However the class is not required prior to taking AP French Language.</p> | N / A |

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|------------|------------------------------------|--|--------------------------------------|
| | | Prerequisite(s): <ul style="list-style-type: none"> • French I • French II • French III • French IV • French V | |
| 60.0170000 | Advanced Placement French Language | Conforms to College Board topics for the Advanced Placement French Language Examination. Emphasizes using the language for active communication. Stresses the ability to understand French in various contexts, to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other nontechnical writing and to express oneself in speech and in writing coherently, fluently and accurately. Prerequisite(s): <ul style="list-style-type: none"> • French I • French II • French III • French IV • French V | Advanced Placement |
| 60.0710000 | 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. Prerequisite(s): none | College Prep Co-Taught (IEP Only) |
| 60.0711000 | Spanish VII | Enhances skills in Spanish and provides opportunities to increase levels of proficiency in all skill areas. Emphasizes a deeper understanding of Spanish-speaking cultures through advanced reading and advanced level topics for discussion and composition. At Dunwoody High School, this course is set-up to allow students who took AP Spanish Language during Fall Semester to retain proficiency prior to taking the AP Spanish Language Exam in the spring. Prerequisite(s): <ul style="list-style-type: none"> • Spanish I • Spanish II • Spanish III • Spanish IV • Spanish V • Advanced Placement Spanish Language OR • Spanish for Native Speakers I • Spanish for Native Speakers II • Spanish V | N / A |

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| | | <ul style="list-style-type: none"> Advanced Placement Spanish Language | |
| 60.0720000 | Spanish II | <p>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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> Spanish I | <p>Accelerated Gifted</p> <p>College Prep</p> <p>Co-Taught (IEP Only)</p> |
| 60.0730000 | Spanish III | <p>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.</p> <p>Prerequisite(s);</p> <ul style="list-style-type: none"> Spanish I Spanish II | <p>Accelerated Gifted</p> <p>College Prep</p> |
| 60.0740000 | Spanish IV | <p>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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> Spanish I Spanish II Spanish III | N / A |
| 60.0750000 | Spanish V | <p>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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> Spanish I Spanish II Spanish III Spanish IV <p>OR</p> <ul style="list-style-type: none"> Spanish for Native Speakers I Spanish for Native Speakers II | N / A |
| 60.0760000 | Spanish VI | <p>Enhances Level Five skills in Spanish, provides opportunities to increase levels of proficiency in all skill areas and to deepen understanding of Spanish-speaking cultures. Offers further opportunities to study Spanish literature and advanced level topics.</p> | N / A |

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| | | <p>At Dunwoody High School, this course is designed to give students extra preparation prior to taking AP Spanish Language. However the class is not required prior to taking AP Spanish Language.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Spanish I • Spanish II • Spanish III • Spanish IV • Spanish V | |
| 60.0770000 | Advanced Placement Spanish Language | <p>Conforms to College Board topics for the Advanced Placement Spanish Language Examination. Emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, to compose expository passages and to speak accurately and fluently.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Spanish I • Spanish II • Spanish III • Spanish IV • Spanish V <p>OR</p> <ul style="list-style-type: none"> • Spanish for Native Speakers I • Spanish for Native Speakers II • Spanish V | Advanced Placement |
| 60.0790000 | Spanish for Native Speakers I | <p>Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and literate in Spanish. The recommended entrance requirement for the beginning level is at the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak at the Intermediate level prior to entering the course. This course will develop reading, writing, speaking and listening skills. The student will also develop an awareness and understanding of Hispanic cultures, such as language variations, customs, geography and current events.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student's native language must be Spanish | N / A |
| 60.0791000 | Spanish For Native Speakers II | <p>Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those</p> | N / A |

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| | | <p>who are somewhat functional (can comprehend spoken Spanish but speak haltingly and need improvement in reading and/or writing) to those who are more proficient and literate in Spanish. The recommended entrance requirement is at the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale and an intermediate-Mid level of proficiency in reading, writing and speaking. This course will continue to develop reading, writing, speaking and listening skills and will promote a deeper understanding of the Hispanic cultures, such as language variations, customs, geography, history, and current events.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student's native language must be Spanish • Spanish for Native Speakers I | |
| 60.0811000 | Advanced Placement Spanish Literature and Culture | <p>The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. The inclusion of “and Culture” in the title of the course reflects a purposeful alignment of the course to a standards-based Spanish curriculum. In particular, the course reflects a meaningful integration of the cultures, connections, and comparisons goal areas of the Standards. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. Teachers and students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. A key objective of the course is to encourage students not only to understand and retell the content of the texts they read but also to relate that content to literary, historical, sociocultural, and</p> | Advanced Placement |

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| | | geopolitical contexts in Spanish. | |
| 61.0410000 | Latin I | Introduces students to the Latin language and ancient Roman civilization. Emphasizes the ability to write simple Latin phrases and to understand simple Latin passages presented orally and in writing. Prerequisite(s): none | N / A |
| 61.0420000 | 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. Prerequisite(s): • Latin I | N / A |
| 61.0430000 | 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. Prerequisite(s): • Latin I • Latin II | N / A |
| 61.0440000 | Latin IV | 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. Prerequisite(s): • Latin I • Latin II • Latin III | N / A |

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|------------|--------------------------|--|-------|
| 61.0450000 | Latin V | <p>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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Latin I • Latin II • Latin III • Latin IV | N / A |
| 61.0480000 | Advanced Placement Latin | <p>The AP Latin course is designed to give students the experiences needed to be successful on the College Board AP Latin exam. The course's goals are to develop the students' abilities to translate the required passages from Caesar's De bello Gallico and Vergil's Aeneid into English as literally as possible, to help them understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and the rhetorical devices employed. The course should also help students to be successful in analyzing Latin passages to understand how and why the author uses the language in a particular way and the effects he is hoping to produce. Students will learn to analyze the text and draw their own logical conclusions. This course should give students tools to read Latin prose and poetry aloud and with accurate comprehension and appreciation. For the Vergil text, students will learn dactylic hexameter and how it is used to enhance the text and create effect, and students will scan the poetry at least once a week.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Latin I • Latin II • Latin III • Latin IV • Latin V | N / A |

Dual Enrollment Courses for World Languages

Students may also take Dual Enrollment courses at the Dunwoody Campus of Georgia State University to meet certain graduation requirements for World Languages. Students in Dual Enrollment courses earn college credit for these classes at the same time. More information on the Dual Enrollment program is available on pages 11 – 14 and in the Counselling Office.

Special Education

The Special Education Department at Dunwoody High School offers a wide continuum of services as called for by a student's Individualized Education Program (IEP). **The information contained below is for purposes of providing general information. Special Education services outlined in a student's IEP are not limited to the descriptions provided in this section of the course catalog.**

There are two branches of the Special Education Department at Dunwoody High School:

1. **Interrelated** - provides services to students with Specific Learning Disabilities, Emotional and Behavioral Disorders, Other Health Impairments, and other categories of disabilities, primarily in the general education setting, so that students receive special education services in the least restrictive setting. DHS also offers Study Skills courses if called for by the services page of the IEP that teach students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. The following are examples of services a student may receive if outlined in their IEP. Again these descriptions are for purposes of general information, and services are not limited to these descriptions:
 - **Co-Taught** – there are two teachers in the classroom, one special education teacher and one general education teacher who teach the class together. The inclusion teacher (special education teacher) is present to co-teach the class and make certain that the coursework is accommodated for students with disabilities. Students with disabilities are in the same College Prep level classroom as their non-disabled peers, and the coursework earns credit towards a general education diploma. Co-taught courses have the same course code and title as non-co-taught sections **but have a .9 as the third digit of the course code and a C at the end (XX.9XXXXXXC).**
 - **Supportive Instruction** – a paraprofessional (teacher's aide) is assigned to the classroom to provide assistance to students with disabilities.
 - **Resource** – content is delivered in a smaller classroom setting, and the credit earned is towards a Transition Diploma. The Transition Diploma is not a general education diploma, and it does not lead to university, college, junior college, or technical school admission. Resource classes have the same title and course code as the general education course it mirrors, **but have a .8 as the third digit of the course code and an S at the end (XX.8XXXXXXS).** For students working towards a general education diploma, .8 courses only give credit as an elective course.

- **Study Skills** – Study Skills courses teach students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. **Like resource classes, Study Skills courses have a course code with a .8 as the third digit and an S at the end (35.86X0000S). Study Skills counts as an elective course for students working towards a general education diploma.**

Study Skills Course Descriptions

| Code | Title | Description | Levels Offered |
|-------------|------------------|--|----------------|
| 35.8610000S | Study Skills I | Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. Prerequisite(s): <ul style="list-style-type: none"> • IEP Required (must be listed on the services page) | IEP Only |
| 35.8620000S | Study Skills II | Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. Prerequisite(s): <ul style="list-style-type: none"> • IEP Required (must be listed on the services page) • Study Skills I | IEP Only |
| 35.8630000S | Study Skills III | Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. Prerequisite(s): <ul style="list-style-type: none"> • IEP Required (must be listed on the services page) • Study Skills I • Study Skills II | IEP Only |
| 35.8640000S | Study Skills IV | Study Skills I teaches students better study habits, organizational skills, and allows them to obtain extra assistance with coursework from their other classes. Prerequisite(s): <ul style="list-style-type: none"> • IEP Required (must be listed on the services page) • Study Skills I • Study Skills II • Study Skills III | IEP Only |

2. Independent Living – the Independent Living branch of the Special Education Department provides services to students with more severe cognitive disabilities, such as Mild, Moderate, Severe, and Profound Intellectual Disabilities. For more information, please contact the Lead Teacher of Special Education.

English Language Learners

The English Language Learners (ELL) Department provides services to students who have been identified as being ELL and in need of support to improve their skills as new speakers of the English language. Many students who have been identified as ELL receive support and services in the general education classroom taking College Prep, Gifted / Accelerated, and Advanced Placement courses. For students who are new to Dunwoody High School from the International Center, and need more intensive support and immersion in English, Dunwoody offers most ninth and tenth grade course work in a smaller classroom setting using the sheltered delivery model. The following courses are offered at DHS using this format. The goal of the ELL Department at DHS is to assist students to develop proficiency in the English language so that they test out of the ELL program on the ACCESS test.

English Language Learners Course Descriptions

| Code | Title | Description | Levels Offered |
|-------------|-----------------------------|---|--------------------|
| 23.0510000E | American Literature ESOL | <p>This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Students in this course will take the American</p> | ESOL (ELL Only) |

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|-------------|-----------------------|---|--------------------|
| | | <p>Literature End of Course Assessment that will count for 20% of the semester grade.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL • Literature 9 ESOL • World Literature ESOL | |
| 23.0610000E | Literature 9 ESOL | <p>This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL | ESOL (ELL Only) |
| 23.0630000E | World Literature ESOL | <p>This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects. Depending on which grade level this course is taught, the teacher will follow strands from the Georgia Standards of Excellence for that grade level for composition, conventions, and listening, speaking, and viewing.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL | ESOL (ELL Only) |

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| 23.0920000E | ESOL II | <p>In this course the students work on improving their ability with English language skills.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL | ESOL (ELL Only) |
| 23.0930000E | ESOL III | <p>In this course the students work on improving their ability with English language skills.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL • ESOL II | ESOL (ELL Only) |
| 23.0940000E | ESOL IV | <p>In this course the students work on improving their ability with English language skills.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL • ESOL II • ESOL III | ESOL (ELL Only) |
| 26.0120000E | Biology ESOL | <p>The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Students in this course will take the Biology End of Course Assessment that will count for 20% of the semester grade.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL • Environmental Science ESOL | ESOL (ELL Only) |
| 26.0611000E | Environmental Science ESOL | <p>The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data</p> | ESOL (ELL Only) |

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| | | <p>collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL | |
| 27.0481000E | Foundations of Algebra ESOL | <p>Foundations of Algebra is a first year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need substantial support to bolster success in high school mathematics. It will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses by emphasizing both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL | ESOL (ELL Only) |
| 27.0971000E | Algebra ESOL | <p>The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p> <p>Content is delivered using the Sheltered ESOL</p> | ESOL (ELL Only) |

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| | | <p>delivery Model.</p> <p>Students in this course will take the Algebra End of Course Assessment that will count for 20% of the semester grade.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL | |
| 27.0972000E | Geometry ESOL | <p>The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL • Algebra ESOL | ESOL (ELL Only) |
| 27.0982000E | Geometry Support ESOL | <p>This course should be used in conjunction with 27.09720000. It is designed to provide additional support to students who may struggle with concepts in Geometry and allow them to take the course over two semesters at Dunwoody High School.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL | ESOL (ELL Only) |
| 45.0570000E | American Government ESOL | <p>An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political</p> | ESOL (ELL Only) |

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| | | <p>parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL | |
| 45.0711000E | World Geography ESOL | <p>Investigates regions of the world and how these regions influence the historical, economic, political, and cultural development in an interdependent world. Includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth).</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL | ESOL (ELL Only) |
| 45.0810000E | US History ESOL | <p>Examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Students in this course will take the US History End of Course Assessment that will count for 20% of the semester grade.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • student must be identified as ELL • American Government ESOL • World Geography ESOL | ESOL (ELL Only) |
| 45.0830000E | World History ESOL | <p>A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global</p> | ESOL (ELL Only) |

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| | | <p>Interaction and Conflict; and the Contemporary World.</p> <p>Content is delivered using the Sheltered ESOL delivery Model.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none">• student must be identified as ELL• World Geography ESOL | |
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Health / Physical Education

Graduation Requirements

In the DeKalb County School District, students are required to complete 2 units (2 semesters on DHS's block schedule) of PE:

- ½ unit (1/2 semester) of Health 9 – required by the Georgia DOE for graduation
- ½ unit (1/2 semester) of Physical Education 9 – required by the Georgia DOE for graduation
- 1 additional unit (1 semester) of a Physical Education – required by the DeKalb County School Board for graduation

PE Waiver

Students may waive the extra unit of a Physical Education elective required by the DeKalb County School Board with the PE Waiver. The following conditions must be met for a student to waive the second unit of Physical Education:

- **participation in a school sponsored extracurricular activity that involves 135 hours of documented physical activity that has been approved by the DeKalb County School Board**
- **no student may waive the requirement to take Health 9 nor the requirement to take PE 9**

Health / Physical Education Course Descriptions

| Code | Title | Description | Levels Offered |
|------------|----------------------|---|----------------|
| 17.0110000 | Health 9 | Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. Prerequisite(s): none | N / A |
| 36.0510000 | Physical Education 9 | Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes | N / A |

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| | | self-awareness and responsibility for fitness. Prerequisite(s): none | |
| 36.0110000 | Physical Education I | Focuses on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. Provides basic methods to attain a healthy and active lifestyle. Prerequisite(s): none | N / A |
| 36.0520000 | 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. Prerequisite(s): none | N / A |
| 36.0540000 | Weight Training | Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits. Prerequisite(s): • Physical Conditioning | N / A |
| 36.0550000 | Exercise and Weight Control (Yoga) | 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. Emphasis is placed on exercise through Yoga. Prerequisite(s): none | N / A |
| 36.0620000 | Advanced Physical Conditioning | Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies. Prerequisite(s): • Physical Conditioning • Weight Training | N / A |
| 36.0640000 | Advanced Weight Training | Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies. Prerequisite(s): • Physical Conditioning • Weight Training • Advanced Physical Conditioning | N / A |

Elective Pathways

Students have to complete an elective pathway to fulfill graduation requirements by taking 3 units of an elective in the same area. The following elective pathways are offered at DHS:

- **Air Force Junior Reserve Officer Training Corp (AFJROTC):** 3 AFJROTC Courses (AFJROTC I, AFJROTC II, AFJROTC III, AFJROTC IV, AFJROTC V, and AFJROTC VI, AFJROTC VII, and AFJROTC VIII are offered)
- **Art:** 3 Art Courses (Art I, Art II, Art III, Art IV, and AP Art are offered)
- **Band:** 3 Band Courses (Intermediate Band I, Intermediate Band II, Intermediate Band III, Intermediate Band IV, Advanced Band I, Advanced Band II, Advanced Band III, and Advanced Band IV are offered)
- **Chorus:** 3 Chorus Courses (Beginning Chorus I, Beginning Chorus II, Intermediate Chorus I, Intermediate Chorus II, Advanced Chorus I, Advanced Chorus II, Advanced Chorus III, and Advanced Chorus IV are offered)
- **Computer Science:** 3 Computer Science Courses (Introduction to Digital Technology, Computer Science Principles, and AP Computer Science are offered)
- **Drama:** 3 Drama Courses (Drama I, Drama II, Drama III, Drama IV, Advanced Drama I, and Advanced Drama II are offered)
- **Early Childhood Education:** 3 Early Childhood Education Courses (Early Childhood Education I, Early Childhood Education II, and Early Childhood Education III are offered)
- **Engineering:** 3 Engineering Courses (Foundations of Engineering and Technology, Engineering Concepts, and Engineering Applications are offered)
- **Food and Nutrition:** 3 Food and Nutrition Courses (Food / Nutrition / Wellness, Food for Life, and Food Science are offered)
- **Healthcare Science:** 3 Healthcare Science Courses (Introduction to Healthcare Science, Essentials of Healthcare, 3rd Course TBD)
- **Humanities:** 3 elective courses in English Language Arts or Social Studies beyond the specific courses needed to meet graduation requirements in those areas
- **Interiors, Fashion, and Textiles:** 3 Interiors, Fashion, and Textiles Courses (Foundations of Interior Design, Fundamentals of Fashion, and Textile Science are offered)

- **Programing:** 3 Programming Courses (Introduction to Digital Technology, Computer Science Principles, and Programs / Games / Apps / Society are offered)
- **Orchestra:** 3 Orchestra Courses (Intermediate Orchestra I, Intermediate Orchestra II, Intermediate Orchestra III, Intermediate Orchestra IV, Advanced Orchestra I, Advanced Orchestra II, Advanced Orchestra III, and Advanced Orchestra IV are offered)
- **World Languages:** 3 electives in the same World Language beyond those needed to satisfy the World Languages graduation requirement for the diploma choice of the student

Academies

Students may also fulfill their elective pathway through one of DHS's three academies. The academies are described below; each academy requires an application and acceptance into the program.

Finance Academy

The Finance Academy involves completion of three Marketing courses and AP Macroeconomics. The three Marketing courses complete the student's elective pathway. Students apply for the Finance Academy during the spring of their sophomore year. **Students must have a minimum weighted GPA of 3.0 to apply.**

- Marketing Principles (Spring Semester / Junior Year)
- Marketing & Entrepreneurship (Fall Semester / Senior Year)
- Marketing Management (Spring Semester / Senior Year)
- AP Macroeconomics (Either Semester / Senior Year)

The Finance Academy takes a trip to New York City during Fall Semester of the students' senior year. They visit Wall Street and other important financial institutions during the trip. Students may opt to leave the Finance Academy after the first course in the spring of their junior year. However once a student continues with the Finance Academy their senior year, they will not be allowed to drop any of the remaining three courses in the academy (Marketing & Entrepreneurship, Marketing Management, and AP Macroeconomics). The only exception to that rule is if the student needs to drop one of the courses in the academy (other than AP Macroeconomics) in order to take another course required for graduation or college admission, and they have completed another elective pathway.

Journalism Academy (Yearbook)

The Journalism Academy is responsible for the production of the yearbook. Students may apply for the Journalism Academy during the spring of their freshman, sophomore, or junior year for admission the following year. Students need three journalism courses to complete the pathway.

- Journalism I (first semester in academy)
- Journalism II (second semester in academy)
- Journalism III (third semester in academy)
- Journalism IV (fourth semester in academy)

Mass Communications Academy

The Mass Communications Academy is responsible for production of the daily video announcements. Students may apply for the Mass Communications Academy during the spring of their freshman, sophomore, or junior year for admission the following year. Students need to complete three of the courses to complete the pathway.

- Broadcast / Video Production Management (first semester in academy)
- Audio / Video Technology and Film I (second semester in academy)
- Audio / Video Technology and Film II (third semester in academy)
- Audio / Video Technology and Film III (fourth semester in academy)

Fine Arts

Fine Arts Course Descriptions

| Code | Title | Description | Pathway(S) |
|------------|-----------------|--|------------|
| 50.0211000 | Visual Arts I | <p>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.</p> <p>Prerequisite(s): none</p> | Art |
| 50.0212000 | Visual Arts II | <p>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</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Visual Arts I | Art |
| 50.0213000 | Visual Arts III | <p>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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Visual Arts I • Visual Arts II | Art |
| 50.0214000 | Visual Arts IV | <p>Enhances level-three skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities for in-depth application of design elements and principles of design in two-and three-dimensional art media and processes. Stresses creative problem solving through art production and the study of master artists and their works.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Visual Arts I • Visual Arts II • Visual Arts III | Art |

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| 50.0811000 | Advanced Placement Art | <p>Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Visual Arts I • Visual Arts II • Visual Arts III • Visual Arts IV | Art |
| 52.0210000 | Drama I | <p>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.</p> <p>Prerequisite(s): none</p> | Drama |
| 52.0220000 | Drama II | <p>Enhances level-one skills by producing and studying children's theater in depth with performance opportunities.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Drama I | Drama |
| 52.0230000 | Drama III | <p>Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Drama I • Drama II | Drama |
| 52.0240000 | Drama IV | <p>Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Drama I • Drama II • Drama III | Drama |
| 52.0410000 | Theatre Arts/Technical Theater I | <p>This introductory course explores the definition, design, and use of technical elements associated with theatre sets, props, costumes, makeup, lights, and sound.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Drama I or approval of the instructor | Drama |
| 52.0420000 | Theatre Arts/Technical Theater II | <p>Enhances level-one skills and introduces aspects of student design, creation of lighting, sound, properties, costumes, and make-up design while offering opportunities to apply skills in these areas.</p> | Drama |

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| | | Prerequisite(s): <ul style="list-style-type: none"> • Technical Theater I | |
| 53.0230000 | Advanced Placement Music Theory | Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding. Prerequisite(s): <ul style="list-style-type: none"> • approval of the instructor | |
| 53.0371000 | 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. Prerequisite(s): <ul style="list-style-type: none"> • previous experience playing a musical instrument | Band |
| 53.0372000 | 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. Prerequisite(s): <ul style="list-style-type: none"> • Intermediate Band I | Band |
| 53.0373000 | 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. Prerequisite(s): <ul style="list-style-type: none"> • Intermediate Band I • Intermediate Band II | Band |
| 53.0374000 | Intermediate Band IV | Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision with increasingly difficult literature. 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, practice strategies and group experiences. | Band |

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| | | Prerequisite(s): <ul style="list-style-type: none"> • Intermediate Band I • Intermediate Band II • Intermediate Band III | |
| 53.0381000 | 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. Prerequisite(s): <ul style="list-style-type: none"> • Intermediate Band I • Intermediate Band II • Intermediate Band III • Intermediate Band IV | Band |
| 53.0382000 | 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. Prerequisite(s): <ul style="list-style-type: none"> • Intermediate Band I • Intermediate Band II • Intermediate Band III • Intermediate Band IV • Advanced Band I | Band |
| 53.0383000 | 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. Prerequisite(s): <ul style="list-style-type: none"> • Intermediate Band I • Intermediate Band II • Intermediate Band III • Intermediate Band IV • Advanced Band I | Band |

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| | | <ul style="list-style-type: none"> Advanced Band II | |
| 53.0384000 | Advanced Band IV | <p>Enhances level-three skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress in an increasing breadth of repertoire, individual learning strategies and ensemble experience.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> Intermediate Band I Intermediate Band II Intermediate Band III Intermediate Band IV Advanced Band I Advanced Band II Advanced Band III | Band |
| 53.0571000 | Intermediate Orchestra I | <p>Provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> previous experience playing a musical instrument | Orchestra |
| 53.0572000 | Intermediate Orchestra II | <p>Provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> Intermediate Orchestra I | Orchestra |
| 53.0573000 | Intermediate Orchestra III | <p>Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural</p> | Orchestra |

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| | | <p>contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Intermediate Orchestra I • Intermediate Orchestra II | |
| 53.0574000 | Intermediate Orchestra IV | <p>Enhances level-three skills and provides further opportunities for intermediate level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Intermediate Orchestra I • Intermediate Orchestra II • Intermediate Orchestra III | Orchestra |
| 53.0581000 | Advanced Orchestra I | <p>Provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Intermediate Orchestra I • Intermediate Orchestra II • Intermediate Orchestra III • Intermediate Orchestra IV | Orchestra |
| 53.0582000 | Advanced Orchestra II | <p>Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Intermediate Orchestra I • Intermediate Orchestra II • Intermediate Orchestra III • Intermediate Orchestra IV • Advanced Orchestra I | Orchestra |

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| 53.0583000 | Advanced Orchestra III | <p>Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Intermediate Orchestra I • Intermediate Orchestra II • Intermediate Orchestra III • Intermediate Orchestra IV • Advanced Orchestra I • Advanced Orchestra II | Orchestra |
| 53.0584000 | Advanced Orchestra IV | <p>Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Intermediate Orchestra I • Intermediate Orchestra II • Intermediate Orchestra III • Intermediate Orchestra IV • Advanced Orchestra I • Advanced Orchestra II • Advanced Orchestra III | Orchestra |
| 54.0211000 | Beginning Chorus I | <p>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.</p> <p>Prerequisite(s): none</p> | Chorus |
| 54.0212000 | Beginning Chorus II | <p>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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Beginning Chorus I | Chorus |

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| 54.0221000 | Intermediate Chorus I | <p>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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Beginning Chorus I • Beginning Chorus II | Chorus |
| 54.0222000 | Intermediate Chorus II | <p>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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Beginning Chorus I • Beginning Chorus II • Intermediate Chorus I | Chorus |
| 54.0231000 | Advanced Chorus I | <p>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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Beginning Chorus I • Beginning Chorus II • Intermediate Chorus I • Intermediate Chorus II | Chorus |
| 54.0232000 | Advanced Chorus II | <p>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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Beginning Chorus I • Beginning Chorus II | Chorus |

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| | | <ul style="list-style-type: none"> • Intermediate Chorus I • Intermediate Chorus II • Advanced Chorus I | |
| 54.0233000 | Advanced Chorus III | <p>Enhances level-two skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Beginning Chorus I • Beginning Chorus II • Intermediate Chorus I • Intermediate Chorus II • Advanced Chorus I • Advanced Chorus II | Chorus |
| 54.0234000 | Advanced Chorus IV | <p>Enhances level-three skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Beginning Chorus I • Beginning Chorus II • Intermediate Chorus I • Intermediate Chorus II • Advanced Chorus I • Advanced Chorus II • Advanced Chorus III | Chorus |

Career Technology

Career Technology Course Descriptions

| Code | Title | Description | Pathway(s) |
|------------|--|--|--------------------------------|
| 08.4110000 | Marketing & Entrepreneurship (Finance Academy II) | <p>Marketing and Entrepreneurship is the second course in the Marketing and Management Career Pathway. Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • application and acceptance into the Finance Academy • Marketing Principles | Finance Academy (Marketing) |
| 08.4420000 | Marketing Management (Finance Academy III) | <p>Marketing Management is the third course in the Marketing and Management pathway. Students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • application and acceptance into the Finance Academy • Marketing Principles • Marketing and Entrepreneurship | Finance Academy (Marketing) |
| 08.4740000 | Marketing Principles (Finance Academy I) | <p>Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They</p> | Finance Academy (Marketing) |

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| | | <p>learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is highly advantageous for students to participate in a school-based enterprise where available.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • application and acceptance into the Finance Academy | |
| 10.5171000 | Broadcast / Video Production Management | <p>This course is designed to allow students to experience the workplace through management opportunities. Throughout the management course, the student will gain interpersonal skills, demonstrate work ethics, and work with various broadcasting processes related to the field of broadcast/video production. Skills USA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the 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. Skills learned in previous BVP courses are applicable to this course. Instructor approval of digital portfolio (as needed for satisfactory completion of BVP3) required prior to registration for this course.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • application and acceptance into the Mass Communications Academy • Audio & Video Technology and Film I • Audio & Video Technology and Film II • Audio & Video Technology and Film III | Mass Com Academy (Broadcast Video) |
| 10.5181000 | Audio & Video Technology and Film I | <p>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</p> | Mass Com Academy (Broadcast Video) |

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| | | <p>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. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses. The pre-requisite for this course is advisor approval.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • application and acceptance into the Mass Communications Academy | |
| 10.5191000 | Audio & Video Technology and Film II | <p>This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. 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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • application and acceptance into the Mass Communications Academy • Audio & Video Technology and Film I | Mass Com Academy (Broadcast Video) |
| 10.5201000 | Audio & Video Technology and Film III | <p>This one-credit transition 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.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • application and acceptance into the Mass Communications Academy • Audio & Video Technology and Film I • Audio & Video Technology and Film II | Mass Com Academy (Broadcast Video) |

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| 11.0160000 | AP Computer Science | <p>Conforms to the College Board syllabus for the Advanced Placement Computer Science Examination. Covers programming methodology, features of programming languages, fundamental data structures, algorithms, and computer systems.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Introduction to Digital Technology • Computer Science Principles <p>OR</p> <ul style="list-style-type: none"> • permission of the instructor | Computer Science |
| 11.4150000 | Introduction to Digital Technology | <p>Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks.</p> <p>Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world. Introduction to Digital Technology is a course that is appropriate for all high school students.</p> <p>Prerequisite(s): none</p> | Computer Science Programming |
| 11.4710000 | Computer Science Principles | <p>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</p> | Computer Science Programming |

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| | | <p>these computational thinking practices: connecting, computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Introduction to Digital Technology | |
| 11.4720000 | Programs / Games / Apps / Society | <p>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 or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Introduction to Digital Technology • Computer Science Principles | Computer Science Programming |
| 20.4140000 | Food for Life | <p>Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the postsecondary level.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • it is preferable for students to complete Food / Nutrition / Wellness prior to taking Food for Life | Food and Nutrition |
| 20.4161000 | Food / Nutrition / Wellness | <p>Food, Nutrition and Wellness is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored. This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety.</p> <p>Prerequisite(s): none</p> | Food and Nutrition |

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| 20.4181000 | Food Science | <p>Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Careers will be explored.</p> <p>This course can count as a fourth unit of science. It cannot be used as a fourth unit of science and to complete a pathway though.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Food / Nutrition / Wellness • Food for Life | Food and Nutrition |
| 20.4240000 | Early Childhood Education II | <p>Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Early Childhood Education I | Early Childhood Education |
| 20.4250000 | Early Childhood Education III | <p>Early Childhood Education III is the third course in the Early Childhood Care and Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Internship. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Early Childhood Education I • Early Childhood Education II | Early Childhood Education |

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| 20.4410000 | Foundations of Interior Design | <p>This course introduces the student to the basic fundamentals of design and the interior design profession. The skills taught throughout the course will allow the student to investigate and explore the various careers within the aspects of interior design. Students will gain knowledge of the history of interior furnishings. Basic mathematics, English language arts and science skills will be incorporated throughout the curriculum.</p> <p>Individual work, teamwork and presentation skills will also be incorporated into the curriculum. Upon completion of the interior design curriculum, students will have acquired the basic skills that will allow them to make a well-educated move to the post-secondary level.</p> <p>Prerequisite(s): none</p> | Interiors Fashion Textiles |
| 20.4450000 | Fundamentals of Fashion | <p>The Fundamentals of Fashion course introduces the students to the fascinating world of how textiles are woven into the fabric of everyday life. This course is designed to advance student skills in the selection, purchase, design, care, and construction of textile products. The course emphasizes critical-thinking skills needed for making wise consumer choices and career decisions. Contextual learning experiences further develop critical-thinking skills needed for success in the professional environment and merchandising. Integration of Family Career and Community Leaders of America (FCCLA) greatly enhances this curriculum.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Foundations of Interior Design | Interiors Fashion Textiles |
| 20.4470000 | Textile Science | <p>The textile science course introduces students to the fascinating world of fabrics, fibers, dyes and fabric construction. Textiles for apparel, interior furnishings, and industrial applications are investigated. Testing methods, labeling laws, trends, applications, and color forecasting are all included. Various career paths will be researched to determine educational levels, salary expectations, and growing industry demand. Projects will involve individual work, team work, verbal presentations, fabric swatches, and computer applications.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Foundations of Interior Design • Fundamentals of Fashion | Interiors Fashion Textiles |
| 20.5281000 | Early Childhood Education I | <p>The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting</p> | Early Childhood Education |

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| | | <p>optimal growth and development of infants and children. The pre-requisite for this course is advisor approval.</p> <p>Prerequisite(s): none</p> | |
| 21.4250000 | Foundations of Engineering and Technology | <p>Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation.</p> <p>Prerequisite(s): none</p> | Engineering |
| 21.4710000 | Engineering Concepts | <p>Engineering Concepts is second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Foundations of Engineering and Technology | Engineering |
| 21.4720000 | Engineering Applications | <p>Engineering Applications is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawings and prototypes.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • Foundations of Engineering and Technology • Engineering Concepts | Engineering |
| 25.4400000 | Essentials of Healthcare | <p>Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.</p> | Healthcare Science |

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| | | Prerequisite(s): <ul style="list-style-type: none"> • Introduction to Healthcare Science | |
| 25.5210000 | Introduction to Healthcare Science | <p>Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers 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 evaluated, 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.</p> <p>Prerequisite(s): none</p> | Healthcare Science |
| 28.0110000 | AFJROTC I | <p>This is the recommended first AS course for all new cadets. It is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials. Many of the 72 hours dedicated to leadership studies relate directly to the academic subject matter. The LE-100 textbook introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship.</p> <p>Prerequisite(s): none</p> | AFJROTC |

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| 28.0120000 | AFJROTC II | <p>The second year is a science course designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind. The portion on the Human Requirements of Flight is a survey course on human physiology. Discussed here are the human circulatory system, the effects of acceleration and deceleration, and protective equipment. Leadership Education 200 hours stress communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • AFJROTC I | AFJROTC |
| 28.0130000 | AFJROTC III | <p>Global and Cultural Studies is a multidisciplinary course that introduces students to various regions of the world from a geographic, historical and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. Geopolitical issues such as terrorism, economics, politics, military issues, religion, environmental concerns, human rights, disease, over population, literacy, the migration of peoples and other cultural issues will be examined. The regional areas included in this course are Europe, the Middle East, South Asia, East Asia, Africa, and Latin America. The lessons include excellent videos to provide a window into life and issues within the regions, followed by a variety of hands-on activities created to engage the student. Readings are also available to set the stage for each lesson, along with workbook exercises suitable for in-class or homework assignments</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • AFJROTC I • AFJROTC II | AFJROTC |

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| 28.0140000 | AFJROTC IV | <p>Explorations: An Introduction to Astronomy explores the history of astronomy to include prehistoric astronomy, the early ideas of the heavens. The size and shape of the earth are discussed as well as the distance and size of the Sun and Moon. Other topics such as astronomy in the renaissance and Isaac Newton and the Birth of Astrophysics and the growth of astrophysics are discussed. We take focus on the Earth as a planet and the Earth's interior; the age of the Earth and Earth's magnetic atmosphere and magnetic field. The Moon is discussed in detail including its description, its structure, and its origin and history, as well as its eclipses and tides. An in-depth study of the Solar System, the terrestrial planets and the outer planets is covered as well. The Leadership Education III: Life Skills and Career Opportunities textbook will be helpful to students deciding which path to take after high school. Information on how to apply for admission to college or to a vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Available also is information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. Citizen responsibilities such as registering to vote, jury duty, and draft registration will be helpful to. For those students who may be moving into an apartment of their own, information is presented on apartment shopping and grocery shopping skills. There is information on how to prepare a résumé and the importance of good interviewing skills. If there are students who are interested in a career in the military, with the federal government, or an aerospace career, information is also provided for them.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • AFJROTC I • AFJROTC II • AFJROTC III | AFJROTC |
| 28.0150000 | AFJROTC V | <p>The third year is a science course that includes Aerospace Science: The Exploration of Space and Explorations: An Introduction to Astronomy. The Exploration of Space examines our Earth, the Moon and the planets, the latest advances in space technology, and continuing challenges of space and manned spaceflight. Issues that are critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, space probes, guidance and control systems are explained. The manned spaceflight section</p> | AFJROTC |

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| | | <p>covers major milestones in the endeavor to land on the Moon, and to safely orbit humans and crafts in space for temporary and prolonged periods. It also covers the development of space stations, the Space Shuttle and its future, and international laws for the use of and travel in space. The Leadership Education III: Life Skills and Career Opportunities textbook will be helpful to students deciding which path to take after high school. Information on how to apply for admission to college or to a vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Available also is information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. Citizen responsibilities such as registering to vote, jury duty, and draft registration will be helpful to. For those students who may be moving into an apartment of their own, information is presented on apartment shopping and grocery shopping skills. There is information on how to prepare a résumé and the importance of good interviewing skills. If there are students who are interested in a career in the military, with the federal government, or an aerospace career, information is also provided for them.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • AFJROTC I • AFJROTC II • AFJROTC III • AFJROTC IV | |
| 28.0160000 | AFJROTC VI | <p>The cadets manage the entire corps during the fourth year. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. They practice their communication, decision-making, personal-interaction, managerial, and organizational skills.</p> <p>Leadership IV: Principles of Management textbook is a guide to understanding the fundamentals of management, managing yourself, and others. Emphasis is placed on allowing the student to see himself/herself as a manager. Every organization, regardless of size, faces the challenge of managing operations effectively. No matter how well a manager carries out his or her job, there are always ways of doing at least part of the task more effectively. There are four building blocks of leadership</p> | AFJROTC |

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| | | <p>considered in this text from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead others – something that can be very valuable to you for the rest of your life. The four areas are Management Techniques, Management Decisions, Management Functions, and Managing Self and Others.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • AFJROTC I • AFJROTC II • AFJROTC III • AFJROTC IV • AFJROTC V | |
| 28.0170000 | AFJROTC VII | <p>Global and Cultural Studies is a multidisciplinary course that introduces students to various regions of the world from a geographic, historical and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. Geopolitical issues such as terrorism, economics, politics, military issues, religion, environmental concerns, human rights, disease, over population, literacy, the migration of peoples and other cultural issues will be examined. The regional areas included in this course are Europe, the Middle East, South Asia, East Asia, Africa, and Latin America. The lessons include excellent videos to provide a window into life and issues within the regions, followed by a variety of hands-on activities created to engage the student. Readings are also available to set the stage for each lesson, along with workbook exercises suitable for in-class or homework assignments.</p> <p>Prerequisite(s):</p> <ul style="list-style-type: none"> • AFJROTC I • AFJROTC II • AFJROTC III • AFJROTC IV • AFJROTC V • AFJROTC VI | AFJROTC |
| 28.0180000 | AFJROTC VIII | <p>The Survival text is a synthesis of the basic survival information found in Air Force Regulation 64-4 Survival Training. The survival instruction will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents "good to know" information that would be useful in any situation. The information is just as useful to an individual lost hunting or stranded in a snowstorm.</p> | AFJROTC |

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