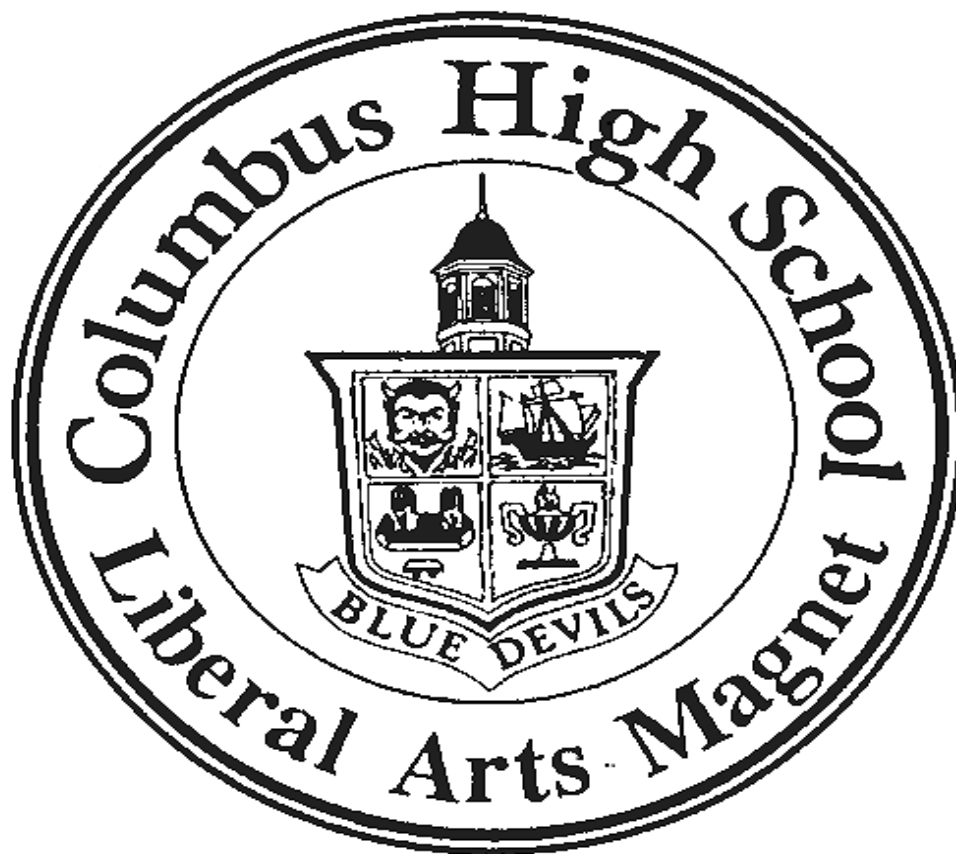


Course Selection Guide

2020-2021



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Columbus High School
Liberal Arts
College Preparatory Magnet
Advanced Placement and AP Capstone School



Mission

“Columbus High School is the standard for educational excellence where all are known, valued, and inspired.”

COLUMBUS HIGH SCHOOL

Focusing on the future is a continuous theme for our school. It projects a commitment to providing all students with the foundation and opportunities needed for academic and career success. Regardless of what a student's future plans are, they will need a rigorous comprehensive high school education and a realistic career plan.

At CHS, we implement a rigorous Advanced Placement curriculum to fulfill the academic desires of our students to have a well-rounded college preparatory experience relevant to each student's learning profile.

By expanding the number of AP course offerings, to include the AP Capstone diploma and monitoring student data such as AP Potential, PSAT, SAT and ACT scores, we have created a data rich climate where students plan and set goals to achieve their unlimited potential.

The success of our AP program is attributed to our investment in our students, teachers and the future of our magnet program.

DEFINITIONS

Columbus High School students take seven courses per year with a twenty minute daily period of Increased Learning Time (C-time) to enhance academic achievement. Carnegie unit credit is earned at the end of each school year upon successful completion of each course. Some terms that may be helpful when using this handbook are listed below:

- 1. The High School Certificate** – the document awarded to students who do not complete all of the criteria for a diploma, including passing all state required assessments, but who meet all requirements for attendance and Carnegie units. Students who only earn this certificate may **not** participate in Graduation Exercises.

A. Terms/Symbols

1. **Academic elective** – courses in subject areas that are academic in nature. They are usually found under the five major core subject areas and are designated with an asterisk (*).
2. **AP** – Advanced Placement refers to a college course taught and tested in high school. Students may earn college credit based on how well they score on the AP exam and the college granting the credit.
3. **Audition** – a trial performance to determine a student's class placement.
4. **Carnegie Unit**- one unit of credit is awarded for the successful completion of a course.
5. **Core Courses** – courses chosen from English, mathematics, science, social studies, and foreign language for a high school diploma.
6. **Co-requisite** – a course that must be taken during the same term as the designated course.
7. **Elective Courses** – courses that a student may select beyond the core requirements to fulfill the requirements for graduation.
8. **HOPE Course** – the specific courses which are counted in calculating HOPE scholarship eligibility.
9. **Interview** – a formal consultation to evaluate qualifications.
10. **M** – Indicates a core course that meets magnet requirements.
11. **M*** - indicates that the course may serve as a magnet requirement and/or an academic elective course.
12. **Portfolio** – a collection of original art works, slides, or written works.
13. **Prerequisite** – a completed course that is required before proceeding to the next level.
14. **Required Courses** – specific courses that a student in a program of study must pass to graduate from high school.
15. **Semester Course** - a course that meets one semester; a student earns .5 credit at the end of the semester (Fall Term or Spring Term).
16. **Weight**- points added to the grade in certain courses only when calculating GPA.
17. **Year-long Course** - a course that meets all year, every day; a student earns one credit at the end of the year.

COLUMBUS HIGH SCHOOL
LIBERAL ARTS COLLEGE PREPARATORY MAGNET
COURSE SELECTION GUIDE
2020-2021

INTRODUCTION

The Columbus High School Liberal Arts College Preparatory Magnet offers a student the opportunity to pursue a strong college preparatory program through an interdisciplinary, integrated curriculum. Based on an innovative liberal arts model, a student is afforded the opportunity to receive intensive academic instruction in all academic areas. The curriculum is designed for the student who is willing to work. Each student is evaluated and encouraged to take courses that will stretch his ability to his highest level. The classes are coordinated to challenge each student and to teach him time management strategies as well as study skills. In addition to the rigorous academic curriculum, the student is encouraged to develop leadership through extracurricular activities; physical fitness through athletic participation; community and cultural awareness through field trips and community service; and social skills through participating in planned social activities. The liberal arts graduate is a well-rounded young adult ready to excel in college. Requirements and specific courses for the Liberal Arts College Preparatory Magnet are outlined on page 17.

INSTRUCTIONAL PROGRAMS

ADVANCED PLACEMENT PROGRAM

Advanced Placement (AP) courses give students a head start on college while still in the supportive environment of a high school classroom. Advanced Placement courses provide in-depth study in a number of subjects and preparation for national tests administered by the College Board, which are given in May of each year. These examinations are scored on a scale of one to five, with five being the highest score. Upon entering college, many students who perform well on the Advanced Placement exams will receive college credit and/or advanced placement in college course work. **Each college determines its own Advanced Placement policy and will specify the score on each exam necessary for credit or advanced standing.** Taking the end-of-course AP Exam sends a powerful message to colleges and universities that a student is serious about academics. **All entering freshmen will be required to complete one Advanced Placement course in order to graduate from the Columbus High Liberal Arts College Preparatory Magnet.**

Advanced Placement (AP) opportunities begin in the 9th grade. Columbus High School offers thirty-one (31) Advanced Placement courses and administers AP exams according to a national schedule in May of each year. These courses include:

AP Art History	AP Music Theory
AP Biology	AP Physics I
AP Calculus AB	AP Physics II
AP Calculus BC	AP Physics C: Mechanics
AP Chemistry	AP Physics C: Electricity & Magnetism
AP Computer Science Principles	AP Psychology
AP Computer Science	AP Spanish
AP Environmental Science	AP Statistics
AP French	AP Studio Art 2-D design
AP Gov't and Politics	AP Studio Art 3-D design
AP Human Geography	AP Studio Art drawing
AP Japanese	AP United States History
AP Language & Composition	AP World History
AP Latin	AP Capstone Seminar
AP Literature & Composition	AP Capstone Research
AP Macroeconomics	

CollegeBoard provides a website to search for colleges and universities that offer credit for AP courses.
<http://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

AP Expectations and Guidelines for Students Enrolled in an AP Course

There is an expectation that every student enrolled in an AP course will make a sincere effort to do his/her best in the course and on the AP exam. To avoid any misunderstanding, the following stipulations are emphasized.

- Students who are enrolled in an AP course are expected to take the AP exam administered in May. (The cost for Spring 2020 is approximately \$94 per exam.) The costs are set by College Board and are subject to change each year. Students on free/reduced lunches may be considered for reduced rates.
- ***Students will not be allowed to withdraw from an AP course once they have started the course UNLESS exceptionalities exist and all avenues of student success have been exhausted (study skills, after school tutoring, parent/teacher/student conferences, ETC.). Students are expected to complete all summer work prior to the AP course beginning and those who do not complete their summer work will begin the AP course with a grade of zero for the summer assignment. Failing to complete summer assignments is not a reason for a student to withdraw from an AP course.***

Qualifications for Enrollment in AP Courses

Students and parents should be very sensitive to the demanding nature of Advanced Placement courses. There is great emphasis on self-motivation, study skills, and the ability to self-direct his/her own learning. Reading expectations for the classes are extensive. Students will be involved in college level activities, particularly in the areas of writing skills and test taking.

Students applying to take an AP course should:

1. Secure a strong recommendation from his/her current teacher in that subject area.
2. Have certain academic averages in prerequisite courses as specified by the AP course description found in this course selection guide.
3. Have at least an 80 or better cumulative average.
4. Demonstrate potential of having success in an AP class based on their PSAT / SAT score.

GIFTED EDUCATION

The gifted student is totally integrated into every aspect of high school life. Therefore, the gifted student may earn athletic letters, participate in drama productions, serve as a class or club officer, cheer for sports teams, or participate in any number of the vast array of activities which comprise student life at Columbus High School. The philosophy of a liberal arts education requires a broad spectrum of opportunities, with the intent of producing a well-rounded young adult. At the same time, the gifted student is challenged and stimulated in the realm of academics. The student may take any of thirty-one Advanced Placement courses. The gifted student is eligible to participate in specialized field trips and gifted seminars on such subjects as space exploration, acting techniques, poetry, math, chaos theory, and art.

AP CAPSTONE

Columbus High School is proud to offer a rigorous Advanced Placement (AP) program that allows students to experience a comprehensive curriculum including diverse opportunities leading to overall success and attainment of college and career goals. Beginning school year 2017-18, CHS added the AP Capstone Seminar course. In 2018-2019, we added the AP Capstone Research course. At CHS, we are committed to offering the most advanced levels of courses available to challenge and meet the needs of all our students.

What Is AP Capstone?

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.

Combining Scholarly Practice with Academic Intensity

AP Capstone was developed in response to feedback from higher education. The two AP Capstone courses, with their associated performance tasks, assessments, and application of research methodology, require students to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.

SOURCE: <https://advancesinap.collegeboard.org/ap-capstone>

AP Capstone Course Descriptions

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

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. **PREREQUISITE: Students must have successfully completed the AP Seminar course.**

COLUMBUS HIGH SCHOOL

AP CAPSTONE PROGRAM

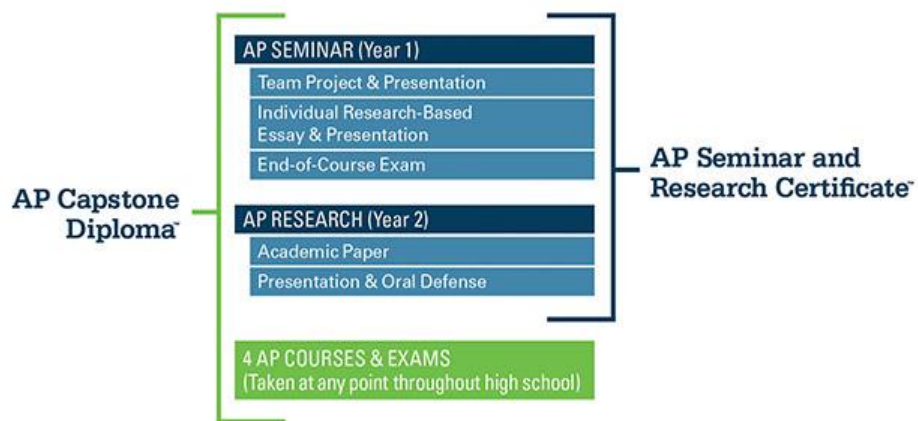
2020-2021 School Year



AP Capstone™

WHAT IS AP CAPSTONE?

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. AP Capstone is comprised of two year-long AP courses — **AP Seminar** (taken in 11th grade) and **AP Research** (taken in 12th grade) — and is designed to complement and enhance the discipline-specific study in other AP courses. At the end of their senior year, students will earn either an AP Capstone Diploma or an AP Seminar and Research Certificate.



APPLICATION REQUIREMENTS FOR AP CAPSTONE

- Sophomore students who are highly motivated and prepared for college-level course work are best suited for this program. Applicants should demonstrate curiosity about real-world issues, a willingness to take intellectual risks, and a dedication to acquiring the skills that colleges and universities value—critical inquiry, analysis, and research.
- Applicants must be a current sophomore at CHS
- Applicants must have a GPA of 4.0 or higher
- Applicants must have taken (or currently be enrolled) in two AP Courses
- 2 Teacher Recommendations (Applicants will be evaluated by two of their AP teachers)
- Applicants must have a satisfactory Discipline & Attendance record.

SELECTION REQUIREMENTS FOR THE AP CAPSTONE PROGRAM

Columbus High School will offer two classes of the initial Capstone course, AP Seminar, in 2020-21 with a maximum of 48 students. Students will be accepted into the Capstone program based on the following criteria:

- Number of AP courses taken by the end of sophomore year
- Number of AP tests taken with a score of 3 or higher
- PSAT Score
- GPA
- Written Application
- Interview

**Students accepted into the program will be responsible for exam fees. AP Capstone fees must be paid upfront. The 2019-2020 exam fee for AP Seminar and AP Research was \$142 for each.*

HOPE SCHOLARSHIP PROGRAM

The Hope Scholarship Program –“Helping Outstanding Pupils Educationally” – is Georgia’s unique program that rewards high school students’ hard work with financial assistance in degree, diploma, or certificate programs at any Georgia public or private college, university, or technical institute. The purpose of the program is to increase academic achievement, to keep the best and brightest students in Georgia, and to expand educational opportunities beyond high school to all Georgians.

HOPE SCHOLARSHIP/COLLEGE PREPARATORY DIPLOMA

Students with a 3.0 GPA in Hope courses, who are seeking a degree at a Georgia public postsecondary institution, may obtain the HOPE Scholarship to cover a percentage of the tuition cost. Payment amount for public colleges can be located on the gafutures.org HOPE program page. Certain fees, books and room and board expenses are not covered. **Zell Miller Scholarship**—student must meet all the requirements to be eligible for the HOPE scholarship **PLUS** graduate from an eligible high school with at least a 3.7 GPA as calculated by GSFC and earn a score of at least 1200 combined evidence based reading and mathematics score on one administration of the SAT or a composite ACT score of at least 26 or graduated as valedictorian or salutatorian. Legislature reviews the HOPE program annually and determines the criteria for eligibility.

Students with a 3.0 GPA in HOPE courses, who are seeking a degree at an eligible private college in Georgia, may obtain the HOPE Scholarship, at a reduced rate, plus qualify for the Georgia Tuition Equalization Grant if attending as a full-time student. Students are advised to contact the Office of Financial Aid to determine what specific forms/applications are necessary for completion.

HOPE Eligibility

To receive HOPE Scholarship funding, students must:

- Have graduated from an eligible high school with a 3.0 HOPE GPA, as defined by the HOPE program.
- Be enrolled as a degree-seeking student at an eligible public or private college or university or technical college in Georgia.
- Meet HOPE’s Georgia residency requirements.
- Meet HOPE’s U.S. citizenship or eligible non-citizen requirements.
- Be in compliance with Selective Service registration requirements.
- Be in compliance with Georgia Drug-Free Postsecondary Education Act of 1990. A student may be ineligible for HOPE payment if he or she has been convicted for committing certain felony offenses involving marijuana, controlled substances, or dangerous drugs.
- HOPE Scholarship Rigor Requirements – see last page of the curriculum guide

HOPE Eligibility and GPA Calculation

HOPE Scholars in the college preparatory curriculum track must graduate from an eligible high school with a minimum of a 3.0 cumulative grade point average in HOPE designated courses on a 4.0 scale. Each grade for a student in attempted coursework in English, Mathematics, Science, Social Studies, and Foreign Language that would have satisfied a core curriculum graduation requirement for the college preparatory diploma must be equated to a grade on a 4.0 scale, such that a grade of “A” equals 4.0, “B” equals 3.0, “C” equals 2.0, and “F” equals 0.

- The Commission when calculating the grade point average for HOPE Scholarship eligibility will weight grades in coursework that is classified as “Advanced Placement”.
- A standard weight of .5 quality points will be added to the grade in an Advanced Placement course if the grade is less than an “A”.
- No grade used in calculating the HOPE Scholarship GPA may exceed 4.0.
- Grades for Honors courses or other special courses will not be weighted.
- The HOPE Scholarship GPA is calculated based on grades in “the complete high school academic record of the student”.
- Courses taken in middle school are not part of the high school academic record, and therefore will not be incorporated into a student’s HOPE Scholarship GPA calculation.
- All core curriculum courses taken will be used to calculate the HOPE GPA.
- The exact course for which any grade and credit is awarded will be identified based on the uniform course numbering system developed by the Georgia Department of Education.
- The first two digits of any course number in the uniform numbering system identify the main subject area of that course. As such, English course numbers all begin with 23; Mathematics with 27; Science with 26 or 40; Social Studies with 45; and Foreign Language with 60, 61, 62, 63, or 64.

****AP Computer Science may count as your 4th science requirement. Course # begins with 11.**

Applying for the HOPE Scholarship

The application process for HOPE:

At a public college, university, or technical college, you may apply for HOPE two ways: (1) by completing the Free Application for Federal Student Aid (FAFSA), or (2) by completing the GSFAPPS application at gafutures.org. You can complete the GSFAPPS application online at gafutures.org. You can complete the FAFSA at <https://studentaid.ed.gov/sa/fafsa>. Completing the FAFSA enables the college to consider you for other financial aid programs in addition to HOPE.

- At a private college or university, you may apply for the HOPE Scholarship online using the GSFAPPS application at gafutures.org.
- Some colleges also require the student to complete the school’s financial aid application. Contact the college financial aid office for more information.

HOPE Scholarship for Students Ineligible as Entering College Freshmen

If you graduated from high school and were not academically eligible immediately after high school graduation, you may become eligible for a HOPE Scholarship if you enroll at an eligible college or university and earn a 3.0 cumulative grade point average at a HOPE checkpoint of 30 semester (45 quarter) hours. The second eligibility checkpoint occurs after 60 semester (90 quarter) hours. As of 2011, a student may lose and regain the HOPE Scholarship only one time.

LIBERAL ARTS COLLEGE PREPARATORY MAGNET DIPLOMA

All Liberal Arts College Preparatory Magnet students entering the program as 9th graders must earn a total of 28 Carnegie units. Students must maintain a final average of “C” in any course taken to remain in the magnet program at Columbus High School. Failure to do so will result in the removal of the student from Columbus High School. Students are required to take one course each year in English, Math, Science, and Social Studies. ***All students are required to complete and pass AP World History AND at least one additional Advanced Placement course, during their four years, in order to graduate from the Columbus High Liberal Arts College Preparatory Magnet.***

English	4 units
Foreign Language	3 units
Math	4 units
Science	4 units
(Must include Biology, Chemistry and Physics)	
Social Studies	3.5 units
*Physical Education	½ unit
*Health	½ unit
Humanities	1.5 units
Writers Workshop	
Humanities/AP Capstone	
Academic Electives	1 unit
Fine Arts Elective	1 unit
Student Choice Electives	5 units

**One unit of credit in health and physical education is required. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this requirement.*

Additional Magnet Requirements: (Students who fail to complete these additional MAGNET requirements will be withdrawn from Columbus High School.)

- Students must complete twenty hours of community service each year in grades 9th thru 11th.
- Students must complete a senior project or AP Capstone Project.
- Students must attend required class field trips each year (including Manners & Etiquette Events).
- Students must complete summer reading assignments.
- Students must complete a science project as assigned.
- Students must complete the appropriate math assignment, prior to entering the course, as assigned.
- Students must adhere to the state guidelines for attendance.
- Students must follow the CHS Magnet Integrity Policy.

Academic Electives; Fine Arts Elective; and Student Choice Electives

All magnet students have 21 academic core courses that are required for graduation. Additionally, a student must select one (1) academic elective that must be taken over the four years. Academic electives are typically found in the core academic areas. They are designated by an asterisk (*) in this Course Selection Guide. One (1) Fine Arts class must also be selected. Additionally, students may also select five (5) electives of their choice. These courses might include such subjects as art, chorus, band, orchestra, drama, JROTC, PE, or other academic electives from the core content areas.

Liberal Arts College Preparatory Magnet Diploma – 28 Units

21 Units: Required Core Courses	1 Unit: Academic Elective Course
4 English <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____
4 Mathematics <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	1 Unit: Fine Arts Elective <input type="checkbox"/> _____
4 Science (Must include Bio, Chem & Physics) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	5 Units: Student Choice Electives (any course) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
3.5 Social Studies <input type="checkbox"/> _____ <input type="checkbox"/> AP World History (required) <input type="checkbox"/> _____ <input type="checkbox"/> _____	Other Requirements: <input type="checkbox"/> GSE Algebra Summer Assignment <input type="checkbox"/> GSE Geometry Summer Assignment <input type="checkbox"/> Summer Reading 9 th grade <input type="checkbox"/> Community Service 9 th grade <input type="checkbox"/> Three Field Trips 9 th grade <input type="checkbox"/> Science Project 9 th grade
3 Foreign Language <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Summer Reading 10 th grade <input type="checkbox"/> Community Service 10 th grade <input type="checkbox"/> Three Field Trips 10 th grade
1.5 Humanities <input type="checkbox"/> Writer's Workshop (9 th) <input type="checkbox"/> Humanities/AP Capstone – Senior Project	<input type="checkbox"/> Summer Reading 11 th grade <input type="checkbox"/> Community Service 11 th grade <input type="checkbox"/> Three Field Trips 11 th grade
1 Physical Education (ADAP card-9th) <input type="checkbox"/> ½ Personal Fitness <input type="checkbox"/> ½ Health	<input type="checkbox"/> Summer Reading 12 th grade <input type="checkbox"/> Two/ Three Field Trips 12 th grade <input type="checkbox"/> Senior Project or AP Capstone Project

Additional Requirements: All students must successfully pass any mandatory state assessments required for graduation.

Course Requirements by Grade Level

<p><u>9th Grade Courses</u></p> <p>Honors 9th Grade Lit/Comp</p> <p>GSE Alg I or Accel. GSE Alg I/Geom A or Honors GSE Geometry or Accel. Geom B/Alg 2</p> <p>Honors Biology</p> <p>Honors American Government (.5 credit)</p> <p>Writer's Workshop (.5 credit)</p> <p>PE (.5 credit)</p> <p>Health (.5 credit)</p> <p>Elective (can be Language Year 1)</p> <p>Elective</p>	<p><u>10th Grade Courses</u></p> <p>AP Lang or Honors 10th grade Lit/Comp</p> <p>GSE Geometry or Honors GSE Alg 2 or Accelerated Geom B/Algebra 2 or Accel Pre-Calculus</p> <p>Honors Chemistry</p> <p>AP World History</p> <p>Language Year 1 (or Lang Year 2 if Lang Year 1 was taken in 9th grade)</p> <p>Elective</p> <p>Elective</p>
<p><u>11th Grade Courses</u></p> <p>Honors American Lit</p> <p>GSE Algebra 2 or Accelerated Pre-Calculus or Advanced Finite Math or AP Stat or AP Calculus AB or AP Calculus BC</p> <p>Science Choice or Physics or Honors Physics or AP Physics</p> <p>AP U.S. History or Honors U.S. History</p> <p>Language Year 2 (or Lang Year 3 if Lang Year 2 was taken in 10th grade)</p> <p>Elective or AP Seminar (AP Capstone Students Only)</p> <p>Elective</p>	<p><u>12th Grade Courses</u></p> <p>AP Lit/Comp or Multicultural Lit/Comp</p> <p>GSE Pre-Calculus or Advanced Finite Math or AP Stat or AP Calculus AB or AP Calculus BC or Multivariable Calculus</p> <p>Science Choice or Physics or Honors Physics or AP Physics</p> <p>AP Macroeconomics or Honors Economics</p> <p>Language Year 3 (or Lang Year 4/AP if Lang Year 3 was taken in 11th grade) or an Elective</p> <p>Humanities or AP Research (AP Capstone Students Only)</p> <p>Elective</p> <p>***3 years of the same foreign language is required</p>

Elective Magnet Requirements for 9th, 10th, 11th and 12th grade students

<i>9th, 10th, 11th & 12th graders</i>
<i>1 Fine Art Elective</i>
<i>1 Academic Elective</i>
<i>5 Choice Electives</i>
<i>AP World History (10th grade)</i>
<i>At least one AP course must be successfully completed</i>
<i>28 credits</i>

GRADING SCALE

A – Superior (90-100)
 B – Above Average (80-89)
 C – Average (70-79)

4 Quality Points
 3 Quality Points
 2 Quality Points

WEIGHTED COURSES

1 ADDITIONAL QUALITY POINT 10 NUMERICAL POINTS

AP ART HISTORY
 AP BIOLOGY
 AP CALCULUS AB
 AP CALCULUS BC
 AP CAPSTONE RESEARCH
 AP CAPSTONE SEMINAR
 AP CHEMISTRY
 AP COMPUTER SCIENCE
 AP CS PRINCIPLES
 AP ENVIRONMENTAL SCIENCE
 AP FRENCH
 AP HUMAN GEOGRAPHY
 AP JAPANESE
 AP LANGUAGE/COMPOSITION (10)
 AP LATIN
 AP LITERATURE/COMPOSITION (12)
 AP MACROECONOMICS
 AP MUSIC THEORY
 AP PHYSICS I
 AP PHYSICS II
 AP PHYSICS C: MECHANICS
 AP PHYSICS C: ELECTRICITY/MAGNETISM
 AP PSYCHOLOGY
 AP SPANISH LANGUAGE
 AP STATISTICS
 AP STUDIO ART 2D
 AP STUDIO ART 3D
 AP STUDIO ART: DRAWING
 AP US GOVERNMENT AND POLITICS
 AP UNITED STATES HISTORY
 AP WORLD HISTORY (10)

.5 ADDITIONAL QUALITY POINT 5 NUMERICAL POINTS

ACCELERATED GSE ALG I/GEOM A
 ACCELERATED GSE GEOM B/ALG 2
 ACCELERATED PRE-CALCULUS
 ALGEBRA 2
 AMERICAN LITERATURE/COMP (11TH)
 BIOLOGY
 CHEMISTRY
 ECONOMICS
 FRENCH III
 FRENCH IV
 GEOMETRY
 JAPANESE III
 JAPANESE IV
 LATIN III
 LATIN IV
 LITERATURE/COMPOSITION (9TH)
 PHYSICS I
 SPANISH III
 SPANISH IV
 UNITED STATES HISTORY
 WORLD HISTORY
 WORLD LIT/COMP (10TH)
 MULTIVARIABLE CALCULUS

.25 ADDITIONAL QUALITY POINT 2.5 NUMERICAL POINTS

AMERICAN GOVERNMENT

COLUMBUS HIGH SCHOOL – COURSE OFFERINGS

All courses are year-long and receive credit at the end of the school year with the exception of SAT Verbal, SAT Math, Health, Personal Fitness, Honors American Government and Writer's Workshop which are semester courses and receive credit at the end of the semester taken.

As a part of the Magnet concept, all core courses are rigorous and challenging. It is inherent that all core courses are equivalent to the honors designation and beyond.

M = Meets magnet requirement H = HOPE Course * = Academic Elective

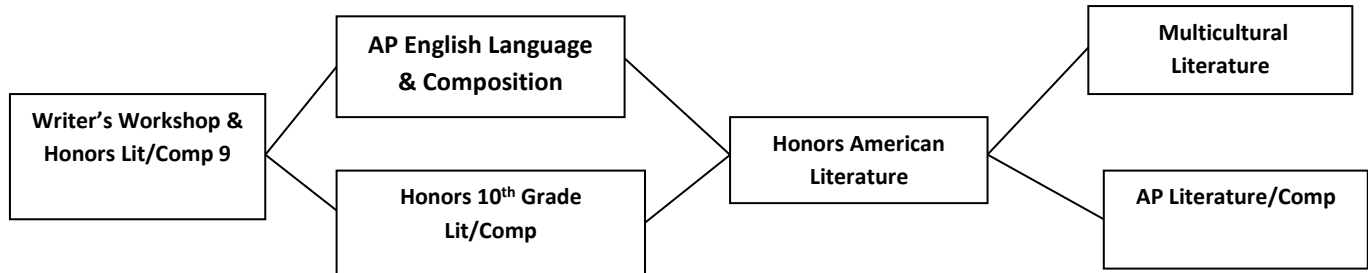
The first two digits of the course number identify courses used to calculate the HOPE GPA. As such, English course numbers all begin with 23; Mathematics with 27; Science with 26 or 40; Social Studies with 45; and Foreign Language with 60, 61, 62, 63, or 64.

Core Subject Areas

ENGLISH COURSES

23.0310040	Writer's Workshop (9), Semester, .5 credit, M, H
23.0610051	Honors Ninth Grade Literature/Composition (9), year-long, 1 credit, M, H
23.0430039	AP Language (10), year-long, 1 credit, M, H
23.0620069	Honors Tenth Grade Literature/Composition, (10), year-long, 1 credit, M, H
23.0510069	Honors American Literature/Composition (11), year-long, 1 credit, M, H
23.0650049	AP English Literature/Composition (12), year-long, 1 credit, M, H
23.0670049	Multicultural Lit/Composition (12), year-long, 1 credit, M, H
23.0320059	Journalism I Yearbook, (10-12), year-long, 1 credit, H*
23.0330029	Journalism II Yearbook, (11-12), year-long, 1 credit, H*
23.0320019	Journalism Newspaper, (10-12), year-long, 1 credit, H*
23.0210029	Mythology (9-12), year-long, 1 credit, H *
35.0660019	SAT Verbal Prep (taken with SAT Math Prep) (10-12), semester-long, .5 credit, *
45.0140029	Humanities (12), year-long, 1 credit, M, H

SEQUENCE OF ENGLISH COURSES



ELECTIVES

Journalism Yearbook I, II, III
Journalism Newspaper I, II, III
Mythology
SAT Verbal Prep



DESCRIPTION OF ENGLISH COURSES

AP English Language and Composition

Year- long, 1 credit

Grade 10

COURSE DESCRIPTION: Conforms to the College Board recommendation for the Advanced Placement Language and Composition examination. Through rigorous coursework, this class trains students to become skilled readers of college-level nonfiction prose written in a variety of periods, disciplines, and rhetorical contexts. This course focuses on critical thinking, teaching students to analyze the connections between an author's purpose for writing and his or her stylistic choices, as well as teaching students to create logical arguments of their own. Students should expect frequent practice with writing--both in-class timed essays and longer more substantial pieces composed outside of class--with emphasis on rhetorical analysis, argumentative, and synthesis essays as well as substantial in class and outside reading.

AP English Literature & Composition

Year- long, 1 credit

Grade 12

Teacher recommendation required

COURSE DESCRIPTION: Conforms to the College Board recommendations for the Advanced Placement Literature and Composition examination. Covers the study and practice of writing and the study of literature. Stresses modes of discourse, assumptions underlying rhetorical strategies, connotation, metaphor, irony, syntax and tone. Emphasizes writing critical analyses of literature and includes essays in exposition and argument, poetry, drama, prose fiction and expository literature. Students will read six to eight novels and plays. (Refer to Qualifications for Enrollment in AP Courses on page 8).

Honors Ninth Grade Literature/Composition

Year- long, 1 credit

Grade 9

COURSE DESCRIPTION: Introduces the major forms of fiction and nonfiction: short story, poetry, drama, essay, biography, autobiography and novel. Develops composition, vocabulary and grammar skills through class discussions and writing assignments.

Honors Tenth Grade Literature/Composition

Year- long, 1 credit

Grade 10

COURSE DESCRIPTION: Studies literary selections of the entire world of writers. The literature study may be either a chronological or thematic one. Proficiency in organization and development of written thought is a major goal of the composition study. Aspects of grammar/mechanics/usage and research skills are covered in the context of the writing assignments. Students will also participate in activities designed to enhance their speaking and listening abilities.

Honors American Literature/Composition

Year- long, 1 credit

Grade 11

COURSE DESCRIPTION: This course emphasizes improvement in reading, writing, speaking/listening and critical thinking skills through the study of American literature; covers a variety of literary genres and multicultural writers in a chronological or thematic pattern. Emphasizes developing control in expository writing (thesis support), descriptive and persuasive writing and refining research skills. Covers grammar, mechanics and usage.

Humanities

Year- long, 1 credit

Grade 12

COURSE DESCRIPTION: Investigates the various disciplines of the humanities as defined by the National Endowment for the Humanities. These areas include history, philosophy, literature, the history and criticism of art and music, ethics, comparative religion, architecture and film. The vehicle for most of these areas is studying the cultural history of ancient man, Egypt, Mesopotamia, Greece, Rome, Islam, Early Christianity, etc. Embedded in the class is the Senior Project, a culmination of skills learned at Columbus High School that involves working a minimum of 50 hours outside class on a project chosen by the student and approved by the school.

Journalism Yearbook

Grades 10-12

Journalism Teacher approval & English teacher recommendation required for application process

WILL REQUIRE TIME OUTSIDE OF SCHOOL: photographing events and selling business ads for the yearbook – (9th grade students with middle school yearbook experience may apply to take the course)

COURSE DESCRIPTION: Students will practice and polish effective composition and written communication skills including copy writing, interviewing, creating headlines as well as editing photos to meet design layout requirements for publication of the yearbook. Students must be self-motivated and able to interact well with others. It is necessary to have internet access to complete assignments.

Journalism Newspaper

Grades 10-12

Journalism Teacher recommendation required

WILL REQUIRE TIME AFTER SCHOOL

COURSE DESCRIPTION: Explores journalistic writing through the actual production of the school newspaper. Provides opportunities to improve writing fluency; emphasizes the writing process.

Multicultural Literature/Composition

Year- long, 1 credit

Grade 12

COURSE DESCRIPTION: This course focuses on world literature and informational texts 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 argumentative, expository, narrative, 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. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. THIS COURSE REFLECTS THE GEORGIA STANDARDS OF EXCELLENCE.

Mythology (World Myths)

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: Introduces myths, stories, and tales of world mythology; emphasizes the relationship between people and their world.

SAT Verbal Prep (taken with SAT Math Prep)

Semester- long, .5 credit

Grades 10-11

COURSE DESCRIPTION: Focuses on preparing students to take the Critical Reading and Writing portions of the SAT. Instruction will include an intense 18 week section of Verbal Skills and practice. Emphasis will be placed on strategies for the test.

Writer's Workshop

Semester, .5 credit

Grade 9

COURSE DESCRIPTION: Emphasizes organization skills, time management skills, study skills, research techniques, grammar, mythology, writing and presentation skills.

MATHEMATICS COURSES

Traditional Math Sequence:

27.0990019	GSE Algebra I (9), year-long, 1 credit, M, H
27.0991029	GSE Geometry (10), year-long, 1 credit, M, H
27.0992039	GSE Algebra II (11), year-long, 1 credit, M, H
27.0974049	GSE Pre-Calculus (12), year-long, 1 credit, M, H

Accelerated Math Sequence (Specific Requirements & Teacher Rec. Required)

27.0994019	Accelerated GSE Alg I/Geom A, (9), year-long, 1 credit, M, H
27.0995029	Accelerated GSE Geom B/Algebra II, (10), year-long, 1 credit, M, H
27.0977079	Accelerated GSE Pre-Calculus (11), year-long, 1 credit, M, H
27.07910XX	Advanced Finite Mathematics (11-12), year-long, 1 credit, M, H
27.0720039	AP Calculus AB (12), teacher rec., year-long, 1 credit, M, H *
27.0730049	AP Calculus BC (12), teacher rec., year-long, 1 credit, M, H *
27.0740039	AP Statistics (11-12), teacher rec., year-long, 1 credit, M, H *

OR

27.0991039	Honors GSE Geometry (9), teacher rec., year-long, 1 credit, M, H
27.0992049	Honors GSE Alg 2 (10), teacher rec., year-long, 1 credit, M, H
27.0977079	Accelerated GSE Pre-Calculus (11), year-long, 1 credit, M, H
27.07910XX	Advanced Finite Mathematics (11-12), year-long, 1 credit, M, H
27.0720039	AP Calculus AB (12), teacher rec., year-long, 1 credit, M, H *
27.0730049	AP Calculus BC (12), teacher rec., year-long, 1 credit, M, H *
27.0740039	AP Statistics (11-12), teacher rec., year-long, 1 credit, M, H *

OR

27.0995029	Accelerated GSE Geom B/Algebra II, (9), year-long, 1 credit, M, H
27.0977079	Accelerated GSE Pre-Calculus (10), year-long, 1 credit, M, H
27.07910XX	Advanced Finite Mathematics (11-12), year-long, 1 credit, M, H
27.0720039	AP Calculus AB (11), teacher rec., year-long, 1 credit, M, H *
27.0730049	AP Calculus BC (11-12), teacher rec., year-long, 1 credit, M, H *
27.0740039	AP Statistics (11-12), teacher rec., year-long, 1 credit, M, H *
27.0770049	Multivariable Calculus (11-12), teacher rec., year-long, 1 credit, M, H *
27.0750049	Differential Equations (12), teacher rec., year-long, 1 credit, M, H *

Math Elective:

35.0660059	SAT Math Prep (taken with SAT Verbal Prep) (10-12), semester-long, .5 credit, *
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In order for our students to be successful and competent in the area of math, the following policy has been established concerning math course progression:

- In order for a student to continue on the accelerated math track they must maintain an 88 average or higher, achieve a high score on the Georgia Milestone Assessment, and receive teacher recommendation.
- Students who want to move from the regular to accelerated math track must have a 95 or higher average in their current math course and meet the required score on an algebra proficiency assessment.
- Summer math assignments are required for all incoming freshman and for students who do not master standards for the Georgia Milestone exams for GSE Algebra 1 and/or GSE Geometry.

All students must take a Georgia Milestone End of Course Exam in Algebra and Geometry.

All students must successfully complete and earn an Algebra 2 credit to graduate.

SEQUENCE OF MATHEMATICS COURSES

Math Course Sequencing Paths

	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Option 1	8 th Grade Math	Algebra 1	Geometry	Algebra 2	Pre-Calculus
Option 2	Algebra 1	Geometry	Algebra 2	Pre-Calculus	AP Statistics (refer to course requirements) or Advanced Finite Mathematics
		Acc. Algebra/ Geometry A	Acc. Geometry B/ Algebra 2 (refer to course requirements)	Acc. Pre-Calculus	AP Statistics or AP Calculus AB or AP Calculus BC (refer to course requirements)
Option 3	Acc. Algebra/ Geometry A	Geometry	Algebra 2	Pre-Calculus	AP Statistics (refer to course requirements) or Advanced Finite Mathematics
		Acc. Geometry B/ Algebra 2 (refer to course requirements)	Acc. Pre-Calculus	AP Statistics or AP Calculus AB or AP Calculus BC (refer to course requirements)	AP Statistics or AP Calculus AB or AP Calculus BC or Multivariable Calculus (refer to course requirements)

Course Requirements:

Accelerated Geometry B/ Algebra II	AP Calculus AB* OR AP Calculus BC*	Multivariable Calculus	AP Statistics
<ul style="list-style-type: none"> * End of course teacher recommendation * 88 or higher average in previous course * Meet required score on algebra proficiency assessment 	<ul style="list-style-type: none"> * Teacher recommendation * 88 or higher average in previous course for AB; 93 or higher for BC 	<ul style="list-style-type: none"> * Teacher recommendation * 88 or higher average in previous course * AP Calculus BC is a prerequisite for multivariable calculus 	<ul style="list-style-type: none"> * Teacher recommendation * 88 or higher average in previous course * For all double-ups with AP Statistics, a 93 average or above is required for ALL previous math classes as well as teacher recommendation

DESCRIPTION OF MATHEMATICS COURSES

Accelerated GSE Algebra I/Geom A

Year- long, 1 credit

Grade 9

COURSE DESCRIPTION: This is the first in a sequence of mathematics courses designed to prepare students to take AB or BC Advanced Placement Calculus. Students will deepen their understanding of linear relationships, apply linear models, and explore exponential functions. Students will use algebra to deepen and extend their understanding of geometric ideas, such as transformations on the coordinate plane, congruence, similarity and right triangle trigonometry.

Accelerated GSE Geom B/Algebra 2

Year- long, 1 credit

Grade 9 or 10

Prerequisite: Accelerated GSE Algebra I/Geom A

COURSE DESCRIPTION: This is the second in a sequence of mathematics courses designed to prepare students to take AB or BC Advanced Placement Calculus. The topics of study include quadratic expressions, equations, and functions, a comparison of linear and exponential relationships, as well as expanded knowledge of polynomial, rational, and radical functions. Students also study conditional probability as well as modeling of periodic phenomena.

Accelerated GSE Pre-Calculus

Year- long, 1 credit

Grade 10 or 11

Prerequisite: Accelerated GSE Geom B/Algebra 2

COURSE DESCRIPTION: This is a course in pre-calculus and statistics, designed to prepare students to take AB or BC Advanced Placement Calculus. It includes the study of conic sections and trigonometric functions, identities and inverses. Students also study matrices, complex numbers, vectors, and probability.

Advanced Finite Mathematics

Year- long, 1 credit

Grades 11-12

Prerequisite: GSE Pre-Calculus or Accelerated GSE Pre-Calculus & Teacher Recommendation

COURSE DESCRIPTION: Advanced Finite Mathematics is designed to meet the needs of advanced students who have completed GSE Pre-Calculus or Accelerated GSE Pre-Calculus or the equivalent and will pursue careers, which require the mastery of discrete mathematics topics. The course will examine mathematics in four areas through the lens of both pure mathematics and applied mathematics: set theory, number theory, probability/combinatorics, and graph theory. Students will also focus on mastering skills necessary to be successful on a college level algebra or statistics course.

AP Calculus AB

Year- long, 1 credit

Grades 11-12

Prerequisite: Accelerated GSE Pre-Calculus & Teacher Recommendation

COURSE DESCRIPTION: Conforms to the College Board topics for the Advanced Placement Calculus AB examination. Topics of study include properties of functions and graphs, limits and continuity, and differential and integral calculus. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Calculus BC

Year- long, 1 credit

Grades 11-12

Prerequisite: Accelerated GSE Pre-Calculus & Teacher Recommendation

COURSE DESCRIPTION: Conforms to the College Board topics for the AP Calculus BC examination. Includes all topics covered in Calculus AB with extended topics such as polynomial approximations, sequences and series, and differential equations. In addition to a Calculus BC score, a Calculus AB sub-score grade is reported based on performance on the portion of the Calculus BC exam devoted to Calculus AB topics. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Statistics

Year- long, 1 credit

Grades 11-12

Prerequisite: GSE Pre-Calculus & Teacher Recommendation, Accelerated GSE Pre-Calculus

COURSE DESCRIPTION: Conforms to the College Board topics for the AP Statistics examination. The four major themes are exploratory analysis, planning a study, probability and statistical inference. (Refer to Qualifications for Enrollment in AP Courses on page 8).

GSE Algebra I

Year- long, 1 credit

Grade 9

COURSE DESCRIPTION: This is the first course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. Students will deepen their understanding of linear relationships, apply linear models, and explore exponential functions. Students will use algebra to deepen and extend their understanding of geometric ideas.

GSE Algebra 2

Year- long, 1 credit

Prerequisite: GSE Geometry

Grade 11

COURSE DESCRIPTION: This is the third course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. It includes exponential and logarithmic functions, matrices, polynomial functions of higher degree, conic sections, and normal distributions.

GSE Geometry

Year- long, 1 credit

Grade 10

Prerequisite: GSE Algebra I

COURSE DESCRIPTION: The second course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. Topics include transformations on the coordinate plane, congruence and similarity, right triangle trigonometry, and circles. Quadratic expressions, equations and functions are developed, as well as conditional probability.

GSE Pre-Calculus

Year- long, 1 credit

Prerequisite: GSE Algebra 2

Grade 12

COURSE DESCRIPTION: This is a course in pre-calculus and statistics, designed to prepare students to enter college at the calculus level. It includes rational, trigonometric, and inverse trigonometric functions; basic trigonometric identities and the laws of sine and cosine; sequences and series; vectors; the central limit theorem and confidence intervals.

Multivariable Calculus

Year- long, 1 credit

Prerequisite: Successful Completion of AP Calculus BC and Instructor Approval

Grade 11-12

COURSE DESCRIPTION: Multivariable Calculus is a fourth-year mathematics course 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 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.

SAT Math Prep

Semester- long, .5 credit (taken with SAT Verbal Prep)

Grades 10-11

Pre-requisite: GSE Geometry, Accelerated GSE Geom B/Algebra 2

(10th graders who have successfully completed the equivalent of GSE Geometry and Algebra 2 may get teacher approval to take this course)

COURSE DESCRIPTION: Focuses on preparing students to take the Critical Reading, Mathematics, and Writing portions of the SAT. Instruction will include an intense 18 week section of both Math and Verbal (to include writing skills) practice. Emphasis will be placed on strategies for the test.

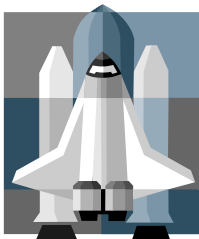
SAT Verbal/Math Combo Course

Columbus High School offers a SAT preparatory course to help and encourage students to maximize their success on the SAT exam for college entrance. Students choosing to take the preparatory course have seen vast improvements in their overall SAT test scores. Whether you need exposure to SAT test taking strategies, writing skills, vocabulary, math skills and/or practice tests, this may be a course you want to consider. This is not a HOPE course but is considered an academic elective course.

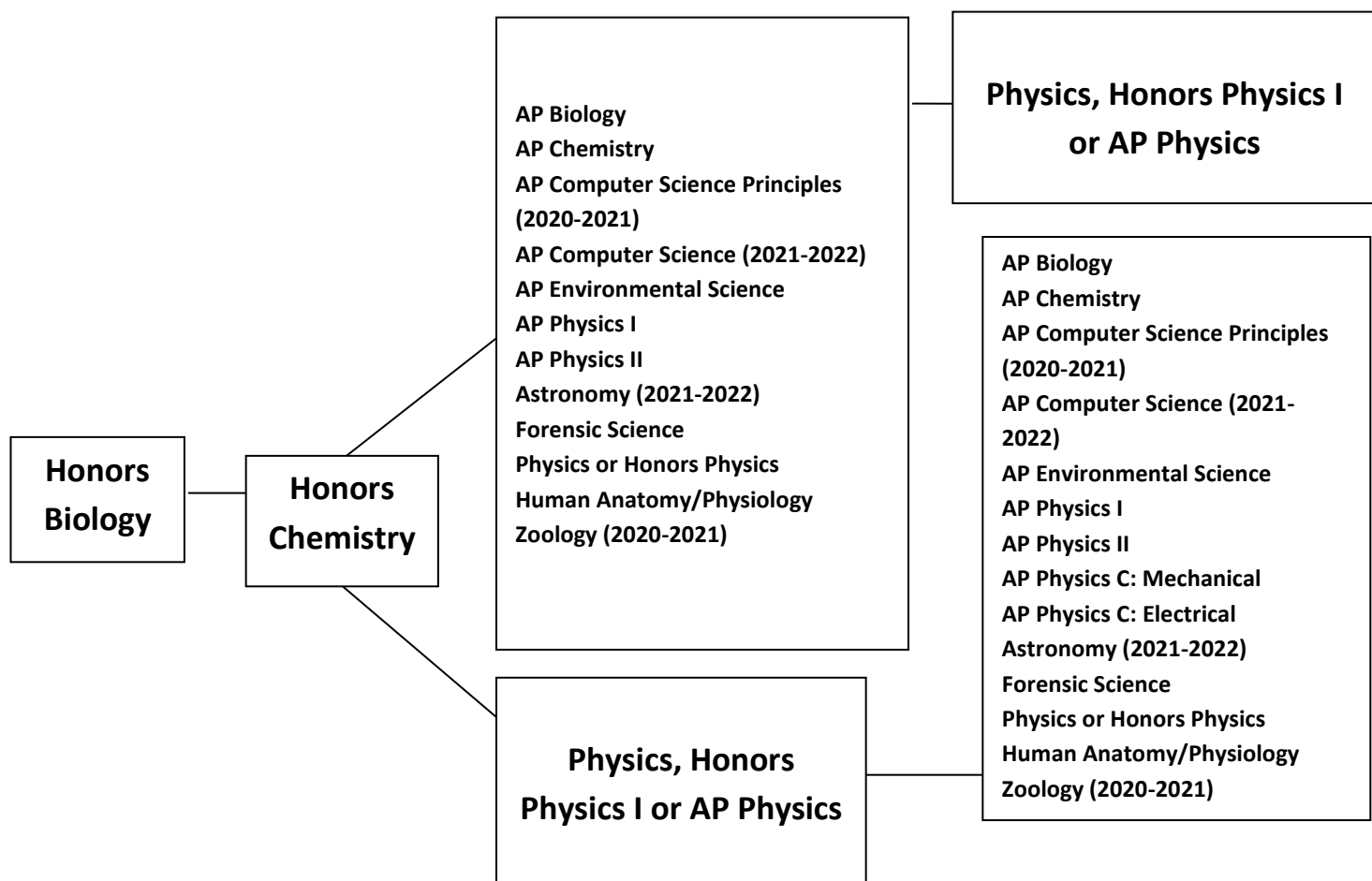
SCIENCE COURSES

- 26.0140039 AP Biology (10-12), teacher rec., Year- long, 1 credit, M, H *
- 40.0530049 AP Chemistry (11-12), teacher rec., Year- long, 1 credit, M, H *
- 26.0620039 AP Environmental Science (10-12), teacher rec., Year- long, 1 credit, M, H *
- 40.0831049 AP Physics I (11-12), teacher rec., Year- long, 1 credit, M, H *
- 40.0832049 AP Physics 2 (11-12), teacher rec., Year-long, 1 credit, M, H *
- 40.0841049 AP Physics C: Mechanics, Year- long, 1 credit, M, H *
- 40.0842049 AP Physics C: Electricity and Magnetism, Year- long, 1 credit, M, H *
- 40.0210029 Astronomy (10-12), Year- long, 1 credit, M, H *
- 40.0930039 Forensic Science, (9-12), Year- long, 1 credit, M, H *
- 26.0120069 Honors Biology (9), Year- long, 1 credit, M, H
- 40.0510059 Honors Chemistry (10), Year- long, 1 credit, M, H
- 40.0810089 Honors Physics I (11-12), Year- long, 1 credit, M, H *
- 26.0730039 Human Anatomy / Physiology (10-12), Year- long, 1 credit, M, H *
- 40.0810019 Physics (11-12), Year-long, 1 credit, M, H *
- 26.0710029 Zoology (10-12), Year- long, 1 credit, M, H *
- **11.0190049 AP Computer Science Principles (10-12), Year-long, 1 credit, M, H ***
- **11.0160039 AP Computer Science (11-12), Year- long, 1 credit, M, H ***

****AP Computer Science may count as your 4th science requirement.**



SEQUENCE OF SCIENCE COURSES



Besides the core science courses, the elective science courses prepare students for future college work and careers.

Non-engineering majors:

Pre-medicine degrees for doctors and nurses, Pharmacy, Veterinary Science, Dentistry, Forensics

AP Biology, AP Chemistry, Human Anatomy & Physiology, AP Physics 1, AP Physics 2, Zoology

Architecture, Building Science, Environmental Studies

AP Environmental Science, AP Chemistry, AP Physics 1, AP Physics 2,

Science and Engineering majors:

Science Majors: Biology, Chemistry, Organic Chemistry, Physics, Astrophysics, Geophysics (Energy exploration).

Engineering Majors: Aerospace, Biomedical, Chemical, Civil, Electrical, Materials, and System Engineering.

AP Biology, AP Chemistry, AP Physics C Mechanics, AP Physics C Electricity & Magnetism

Physics, Honors Physics & AP Physics Placement

10th grade going to 11th grade:

Taking GSE Geometry & going to GSE Algebra 2 = no Physics until senior year (must choose another science course)

Taking GSE Geom B/Alg 2 or Honors Algebra 2 & going to GSE Accelerated Pre-Calculus with an 88 score or better = Honors Physics or AP Physics (or students may choose another science and wait until senior year to take Honors Physics or AP Physics)

Taking GSE Geom B/Alg 2 & going to GSE Pre-Calculus due to a score below 88 = no Physics until senior year (must choose another science course)

Taking GSE Alg 2 & going to GSE Pre-Calculus = Physics or Honors Physics or science of choice (must have an 88 or better final math score to take Honors Physics 11th grade or 12th grade year)

Taking GSE Accelerated Pre-Calculus & going to AP Calc or AP Stat = Honors Physics or AP Physics (or students may choose another science and wait until senior year to take Honors Physics or AP Physics)

11th grade going to 12th grade:

Taking GSE Alg 2 & going to GSE Pre-Calculus = Physics or Honors Physics with a grade of 88 or higher

Taking GSE Pre-Calculus & going to AP Statistics = Physics or Honors Physics

Taking GSE Accelerated Pre-Calculus & going to AP Calc or AP Stat = Honors Physics or AP Physics

In order to determine the appropriate physics course for a student and their grade level, we must look at a student's math course, grade level and math grades/work ethic. All students will follow this methodology.

Math teachers will recommend a student's next math course first THEN the current science teacher will recommend which grade and what level physics will be completed. Science teachers will have this dialogue with their students.

DESCRIPTION OF SCIENCE COURSES

AP Biology

Year- long, 1 credit

Grades 10-12

Prerequisite: Honors Biology

A summer assignment will be required prior to taking this course.

COURSE DESCRIPTION: AP Biology is a rigorous course that is the equivalent to two college level Biology courses. Covers biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy, plants, animals and ecology. Conforms to the College Board topics for the Advanced Placement Biology examination. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Chemistry

Year- long, 1 credit

Grades 11-12

Prerequisite: Chemistry I with an 85 or better final average

Teacher Recommendation required

COURSE DESCRIPTION: Covers atomic theory and structure, chemical bonding, nuclear chemistry, gases, liquids, solids, solutions, types of reactions, stoichiometry, equilibrium, kinetics and thermodynamics. Conforms to the College Board topics for the Advanced Placement Chemistry examination. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Environmental Science

Year- long, 1 credit

Grades 10-12

Prerequisite: Biology or AP Biology

A 10th grade student may sign up with a recommendation from his/her science teacher and a final grade of 90 in Biology.

AP Environmental Science requires outside work and extra time and effort.

A summer assignment will be required prior to taking this course.

COURSE DESCRIPTION: Conforms to the College Board topics for the Advanced Placement Environmental Science examination. Covers the study of environmental problems and their causes, resource use and conservation, scientific principles and concepts, ecosystems, biodiversity, endangered species, climate and weather, population dynamics, geologic processes. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Physics 1

Year- long, 1 credit

Grades 11-12

Prerequisite: see physics placement info on page 33 – math requirement

COURSE DESCRIPTION: Conforms to the College Board topics for the Advanced Placement Physics examination. (Refer to Qualifications for Enrollment in AP Courses on page 8). This course is the first of two algebra based college introductory level physics courses that will provide sufficient time to acquire a level of conceptual understanding, by way of a student centric inquiry based learning experience. AP Physics 1 will cover all topics found in a typical college introductory physics course and will develop the skills needed to succeed not only in physics, but in technology based college course. This course represents the level of physics used by college majors that use technology without being scientists or engineers like all areas of medicine, business minded degrees with technology applications, forensics, architecture, and building sciences. Experimentation will foster observations that will be supported via physical models that the student will become familiar with during the year. Topics of study in AP Physics 1 will be: kinematics, Newton's laws of motion, torque, rotational motion & angular momentum, gravitation & circular motion, work, energy, power, linear momentum, oscillations, mechanical waves, sound, and DC circuits. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Physics 2

Year- long, 1 credit

Grades 11-12

Prerequisite: see physics placement info on page 33 – math requirement, AP Physics I

Instructor Approval Required

A summer assignment will be required prior to taking this course.

COURSE DESCRIPTION: Conforms to the College Board topics for the Advanced Placement Physics examination. (Refer to Qualifications for Enrollment in AP Courses on page 8). This course is the second of two algebra based college introductory level physics courses that will focus on quantitative calculations and concepts just as the first course. The sequence of the two courses fulfills the science or physics requirements for college majors in medicine, technical business majors, forensics, architecture, and building sciences. Experimentation is emphasized through the conceptual understanding requirements of the course. Topics of study in AP Physics 2 will be: 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. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Physics C: Mechanics

Year- long, 1 credit

Grades 11-12

Pre/Co-requisite: AP Calculus AB or AP Calculus BC with Instructor Approval

COURSE DESCRIPTION: This course looks at the mechanical world with applications of basic calculus. Students who are considering science or engineering fields in college will leave this course with a preparation for the rigors of applied science and technology. Topics include the study of motion, forces, engineering statics and dynamics, momentum, the conservation of energy, and the physics of rotation. The course uses differential and integral calculus to describe real systems. AP credit in this course covers a first semester calculus-based physics course in college. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Physics C: Electricity and Magnetism

Year- long, 1 credit

Grades 11-12

Prerequisite: AP Physics C: Mechanics, Instructor Approval

COURSE DESCRIPTION: This course looks at the world of electromagnetism with applications of basic calculus. The understanding of electromagnetism is the basis of the industrial world, and has powerful implications to understanding current technological challenges in society today. Topics include the study of electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetic wave theory. AP credit in this course covers a second semester calculus-based physics course in college. (Refer to Qualifications for Enrollment in AP Courses on page 8).

Astronomy

Year- long, 1 credit

Grades 10-12

Offered 2021-2022, alternate year

COURSE DESCRIPTION: Includes studies of planets, stars, meteors, comets, asteroids, and other bodies. Meteorology and geology concepts will also be included in the course.

Forensic Science

Year- long, 1 credit

Grades 9-12

Co-requisite: Biology

COURSE DESCRIPTION: The Forensic Science curriculum is designed to build upon science concepts and to apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

Honors Biology

Year- long, 1 credit

Grade 9

COURSE DESCRIPTION: Includes 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 investigate biological concepts through experience in laboratories and field work using the processes of inquiry. An group research project is required for students taking this class.

Honors Chemistry

Year- long, 1 credit

Grades 10

COURSE DESCRIPTION: An introduction to chemistry. Covers science process skills, units of chemistry, atoms and collections of atoms, periodicity and bonding, compounds and reactions, characteristics of states of matter, acid/base chemistry, chemical dynamics and equilibrium, reference and research skills.

Honors Physics I

Year- long, 1 credit

Grades 11-12

Prerequisite: see physics placement info on page 33 – math requirement

COURSE DESCRIPTION: Uses science process skills, covers basic mechanics (linear motion, Newton's laws, static forces, rotational motion, conservation of momentum and energy, applications of basic mechanics), energy and the structure of matter in the universe (fission, fusion, radioactive isotopes), energy transformation (mechanical described as potential energy and kinetic energy), the properties and application of waves (energy transformation, reflection, refraction, diffraction, interference and superposition), relationships between electrical and mechanical forces (mechanical to electrical and vice versa, potential difference, current, resistance, series and parallel circuits, electric charges and magnetic fields).

Human Anatomy/Physiology

Year- long, 1 credit

Grades 10-12

Prerequisite: Honors Biology or AP Biology

COURSE DESCRIPTION: Covers science process skills and laboratory safety, body organization, chemistry of life, cells and tissues, homeostasis, metabolism, skeletal, muscular, nervous, endocrine, circulatory, respiratory, digestive, urinary, integumentary, and reproduction systems. Includes reference and research skills. Students will participate in dissection labs.

Physics

Year-long, 1 credit

Grades 11-12

Prerequisite: see physics placement info on page 33 – math requirement

COURSE DESCRIPTION: This course explores the fundamental concepts, principles and processes of the physical world. Topics include motions, forces, work, energy, electricity, magnetism, sound, and light. While the emphasis is on understanding physical concepts, rather than detailed calculations, the course will reinforce algebra skills, vector skills, and graphical interpretation skills. Concepts will be examined through lectures, group discussions, deployment activities, and laboratory assignments.

Zoology

Year- long, 1 credit

Grades 10-12

Offered 2020-2021, alternate years

Prerequisite: Honors Biology

COURSE DESCRIPTION: Introduces the evolution, ecology and anatomy of animals. Evolutionary history and relationships will provide a context for discussions of natural history, ecology, and comparative anatomy. Students will be able to appreciate links between form and function, in light of both evolutionary and ecological processes. Students will appreciate how the differences in the biology of vertebrate groups affect their ecological positions. Students will learn the current ecological diversity of invertebrates and vertebrates, both between classes and within each class. Students will recognize the different vertebrate classes and representative orders, families, and species. Students will participate in dissection labs.

AP Computer Science Principles

Year- long, 1 credit

Grades 10-12

Offered 2020-2021, Alternate Year

Prerequisites: 85 or better final average in all math courses taken, AP CS Teacher Approval

COURSE DESCRIPTION: AP Computer Science Principles introduces you to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, you will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. The major areas of study in the AP Computer Science Principles course are organized around seven big ideas, which are essential to studying computer science. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Computer Science

Year- long, 1 credit

Grades 11-12

Offered 2021-2022, Alternate Year

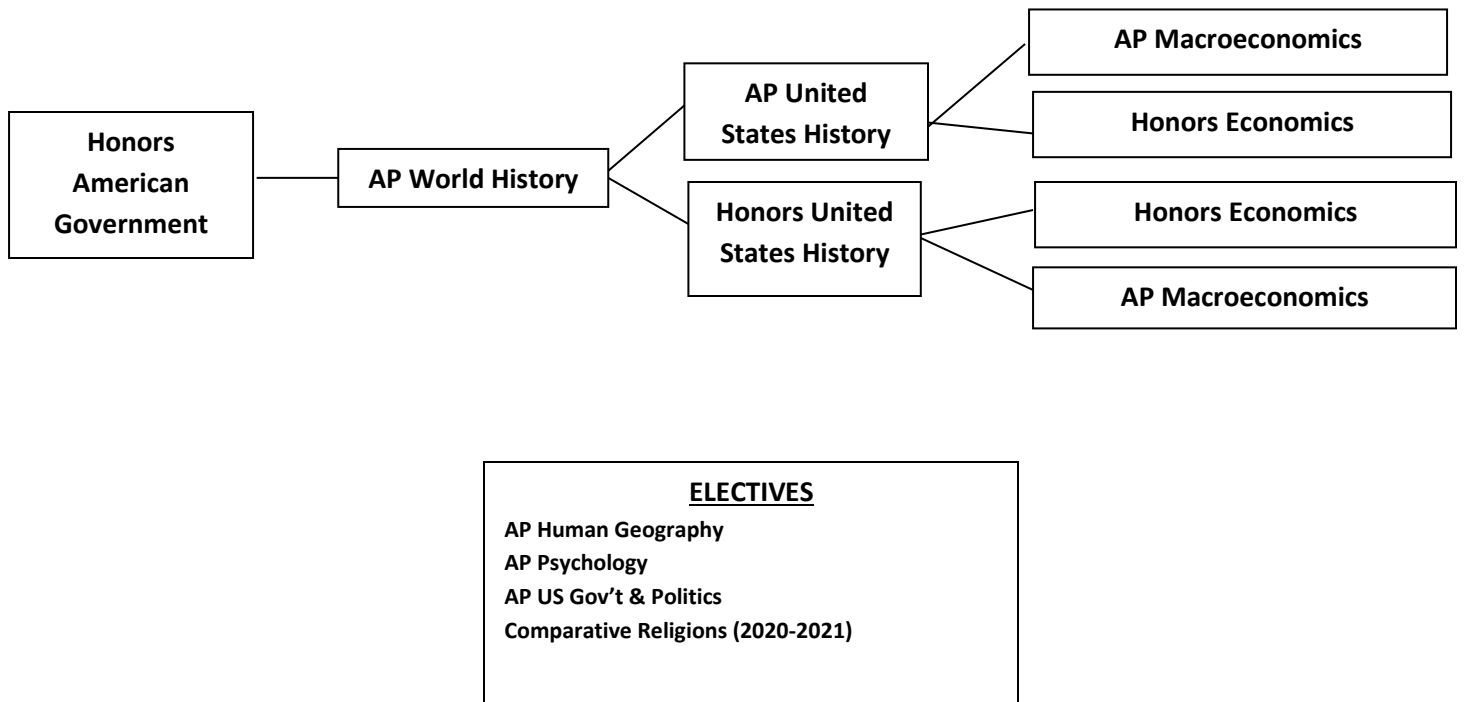
Prerequisites: 85 or better final average in all math courses taken, AP CS Teacher Approval, AP Computer Science Principles

COURSE DESCRIPTION: Designed to serve as a first course in computer science for students with no prior computing experience. This course offers college credit in introductory computer programming, which is a basic course requirement for degrees that range from business to sciences and engineering. The current and future marketplace will involve computer technology more and more, and this course introduces concepts of using computers to solve problems through software and hardware. The current language used is JAVA, but the principles taught relate to object-oriented programming. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. (Refer to Qualifications for Enrollment in AP Courses on page 8).

SOCIAL STUDIES COURSES

- 45.0770039 AP Human Geography (9-10), Year- long, 1 credit, H *
- 45.0620019 AP Macroeconomics (12), Year- long, 1 credit, M, H
- 45.0160043 AP Psychology (9-12), Year- long, 1 credit, H *
- 45.0520049 AP U.S. Government and Politics (11-12), Year- long, 1 credit, M, H*
- 45.0820029 AP United States History (11), Year- long, 1 credit, M, H
- 45.0811049 AP World History, (10), Year- long, 1 credit, M, H
- 45.0570079 Honors American Government/Civics (9), Semester, .5 credit, M, H
- 45.0810059 Honors U. S. History (11), Year- long, 1 credit, M, H
- 45.0610079 Honors Economics (12), Year- long, 1 credit, M, H
- 45.0110039 Comparative Religions (9-12), Year- long, 1 credit, H *
- 45.0183049 AP Capstone Seminar (11), Year-long, 1 credit, M, H
- 45.0182049 AP Capstone Research (12), year-long, 1 credit, M, H

SEQUENCE OF SOCIAL STUDIES COURSES



DESCRIPTION OF SOCIAL STUDIES COURSES

AP Human Geography

Year- long, 1 credit

Grade 9-10

COURSE DESCRIPTION: The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Macroeconomics

Year- long, 1 credit

Grade 12

COURSE DESCRIPTION: Conforms to College Board topics for the Advanced Placement Macroeconomics exam. Covers basic macroeconomic concepts, measurement of economic performance, national income and price determination, financial sector, inflation, unemployment, stabilization policies, economic growth and productivity and open economy: international trade and finance. Teacher recommendation required. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Psychology

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: Investigates the principles of psychology: developmental, heredity, and environmental. Investigates and researches personality, intelligence, and social disorders. Conforms to the College Board topics for the Advanced Placement Psychology examination. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP U.S. Government and Politics

Year- long, 1 credit

Grades 11-12

Teacher recommendation required

COURSE DESCRIPTION: Conforms to College Board topics for the Advanced Placement U.S. Government and Politics examination. Covers the philosophical framework of the U.S. Government, the major institutions of government, and the American political process. ***Students may be required to work 8–10 hours for a political campaign during the primary season.*** Teacher recommendation required. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP United States History

Year- long, 1 credit

Grade 11

Teacher recommendation required

COURSE DESCRIPTION: Conforms to College Board topics for the Advanced Placement United States History examination. This course 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 and World War II through the present. Teacher recommendation required. (Refer to Qualifications for Enrollment in Advanced Placement Courses on page 8).

AP World History

Year- long, 1 credit

Grade 10

Teacher recommendation required

COURSE DESCRIPTION: A full-year introductory college course in world history from 1200 to present. There are six major themes taught: impact of societal interactions, change and continuity across world interactions, change and continuity across world history periods, impact of technology and demography, social and gender structures, cultural and intellectual developments, and functions and structures of states. Includes constructing and evaluating arguments, using primary documents and data, assessing change and continuity over time, and handling diversity of interpretations. Conforms to the College Board topics for the Advanced Placement World History examination. (Refer to Qualifications for Enrollment in AP Courses on page 8).

Comparative Religions

Year- long, 1 credit

Grades 9-12

Offered 2020-2021, alternate years

COURSE DESCRIPTION: Compares the major religions of the world. Topics include ethical, philosophical teachings, historical development, social and cultural impact on various societies.

Honors American Government

Semester, .5 credit

Grade 9

COURSE DESCRIPTION: Covers the historic foundation of American government, examines the concepts of federalism, limited government, popular sovereignty and separation of powers. Analyzes the rights of the individual guaranteed in the Constitution, examines the growth and role of political parties, examines the history of voting rights and analyzes voter behavior, and examines the structure and function of the executive, judicial, and legislative branches.

Honors U.S. History

Year- long, 1 credit

Grade 11

COURSE DESCRIPTION: Designed to develop a more in-depth awareness of America's position as a major power – how it achieved this status, its conflicts and triumphs, and its responsibilities.

Honors Economics

Year- long, 1 credit

Grade 12

COURSE DESCRIPTION: Focuses on the American economic system; covers fundamental economic concepts comparative economic systems, microeconomics, macroeconomics and international economic interdependence. Stresses the ability to analyze critically and to make decisions concerning public issues.



MODERN AND CLASSICAL LANGUAGE COURSES

60.0110019	French I (9-12), M, H
60.0120029	French II (10-12), M, H
60.0130039	French III (10-12), M, H
60.0140049	French IV (11-12), teacher rec., H *
60.0170049	AP French (11-12), teacher rec., H *
62.0310019	Japanese I (9-12), M, H
62.0320029	Japanese II (10-12), M, H
62.0330039	Japanese III (10-12), M, H
62.0340049	Japanese IV (11-12), teacher rec., H *
62.0390049	AP Japanese (11-12), teacher rec., H *
61.0410019	Latin I (9-12), M, H
61.0420029	Latin II (10-12), M, H
61.0430039	Latin III (10-12), M, H
61.0440049	Latin IV (11-12), teacher rec., H *
61.0480049	AP Latin (11-12), teacher rec., H *
60.0710019	Spanish I (9-12), M, H
60.0720029	Spanish II (10-12), M, H
60.0730039	Spanish III (10-12), M, H
60.0740049	Spanish IV (11-12), teacher rec., H *
60.0770049	AP Spanish Language (11-12), teacher rec., H *

After fulfilling the three courses of the Foreign Language requirement, three levels of the same language, additional language courses may be taken and counted as academic electives.

Spanish Course Sequencing Paths

	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Option 1	Spanish Connections	Spanish Connections	Spanish Connections	Spanish I	Spanish II	Spanish III	Spanish IV or AP Optional
Option 2	Spanish Connections	Spanish Connections	Spanish I Student earns an 80 or higher	Spanish II	Spanish III	Spanish IV (or AP)	AP Spanish Optional
Option 3	Spanish Connections	Spanish Connections	Spanish I Student earns a 70-79	Spanish II With parent permission	Spanish III	Spanish IV (or AP)	AP Spanish Optional
Option 4	Spanish Connections	Spanish Connections	Spanish I Student earns a 70-79	Spanish I	Spanish II	Spanish III	Spanish IV (or AP) Optional

Proficiency Based Curriculum

The Columbus High School Foreign Language department uses learning targets defined by the Georgia Performance Standards and the American Council on the Teaching of Foreign Languages. The emphasis of the CHS curriculum is what students **can do** with the language they are learning. In all classes, students work on reading, writing, speaking, and listening in the target language. There is a strong emphasis on Interpretive, Interpersonal, and Presentational Communication in all courses. Learning and performance targets at each level are the same for each language with some modifications to reflect differences in cultural content.

Students typically develop proficiency in the different modes of communications at different rates. However, the learning targets for each level fall in the following general table.

Level	Target
1	Novice
2	Intermediate
3	Intermediate/Advanced
4	Advanced
AP	College Board Curriculum Goals

DESCRIPTION OF MODERN AND CLASSICAL LANGUAGE COURSES

FRENCH

French I

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: Focuses on the development of communication skills as well as an understanding of the culture(s) of the people who speak French. It is assumed that students have no prior knowledge of the language and culture. A large amount of communication between student and instructor will be in the French language. French I enables students to:

- exchange simple spoken and written information in the French language regarding a variety of topics such as self, family, school, etc;
- understand and use appropriate form of address in expressions of courtesy;
- ask questions and provide responses based on a variety of topics;
- make simple requests; give simple descriptions; and ask for clarification;
- present information orally and in writing that contains a variety of vocabulary, phrases, and patterns;
- present rehearsed material in the French language such as dialogues, skits and songs;
- develop an awareness of perspectives, practices, traditions and current events, of the cultures where the French language is spoken;
- identify situations in which the French language skills and cultural knowledge can be applied outside of the classroom.

French II

Year- long, 1 credit

Grades 10-12

COURSE DESCRIPTION: Focuses on the continued development of communication skills in the French language and understanding of the cultures of the people who speak French. Students will begin to show a greater level of accuracy when using basic language structures, and are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short direct compositions. A large part of communication between student and teacher will be in the French language. French II enables students to:

- express needs and preferences, feelings and emotions, and request help;
- ask questions and provide responses based on topics such as self, others, and daily activities;
- initiate, sustain, and close oral and written exchanges;
- understand spoken and written language on new and familiar topics;
- present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns;
- present rehearsed material in the French language such as dialogues, skits and songs;
- develop an awareness of perspectives, practices, traditions and current events, of the cultures where the French language is spoken.

French III

Year- long, 1 credit

Grades 10-12

Prerequisite: French II

COURSE DESCRIPTION: Focuses on the continued development of communication skills in the French language and understanding of the cultures of the people who speak French. Students will use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, including both concrete and abstract concepts. A large part of communication between student and teacher will be in the French language. French III enables students to:

- exchange spoken and written information and ideas in the target language, with originality and spontaneity;
- express needs and desires and feelings and emotions;
- use of the future, conditional, and compound tenses and discuss ideas and hypothetical situations;
- read for comprehension from authentic French story excerpts such as that of the famous story, "Les Misérables and some authentic French poetry as well;
- summarize and communicate main ideas and supporting details from a variety of authentic materials.

French IV

Year- long, 1 credit

Grades 11-12

Students must have earned a grade of at least "95" in French III

Teacher Approval required

COURSE DESCRIPTION: Focuses on the continued development of communication skills in the French language and understanding of the cultures of the people who speak the language. Students will use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, including both concrete and abstract concepts. The primary means of communication between student and teacher will be in the French language. Heavy emphasis will be placed on the mastery of French grammar for AP French preparation. French IV enables students to:

- exchange oral and written information and ideas in the French language on topics related to contemporary, historical, and literary events;
- participate in extended oral and written exchanges;
- read for comprehension;
- understand and implement complex grammatical concepts in speaking and writing.

AP French

Year- long, 1 credit

Grades 11-12

Prerequisite: French IV with a grade of at least 95

Teacher Approval required (See AP Enrollment Qualifications on Page 8)

COURSE DESCRIPTION: Conforms to College Board recommendations for the AP French Language examination. It is designed to further develop students' communicative abilities. AP French enables students to: use both formal and informal contexts when speaking, listening, reading, and writing; and express oneself with reasonable fluency in both spoken and written French. The primary means of communication between teacher and student will be in the French language.

JAPANESE

Japanese I

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: Focuses on the development of communication skills in the Japanese language as well as an understanding of the culture(s) of the people who speak the language. The majority of communication between student and instructor will be in the Japanese language. Japanese I enable students to:

- use “hiragana” and “katakana”, which are Japanese letters;
- exchange simple spoken and written information in the Japanese language • understand and use appropriate form of address in expressions of courtesy;
- ask questions and provide responses based on a variety of topics;
- make simple requests; give simple descriptions; and ask for clarification;
- present information orally and in writing that contains a variety of vocabulary, phrases, and patterns;
- present rehearsed material in the target language such as dialogues, skits and songs;
- develop an awareness of perspectives, practices, traditions and current events, of the cultures where the Japanese language is spoken;
- identify situations in which Japanese language skills and cultural knowledge can be applied outside of the classroom.

Japanese II

Year- long, 1 credit

Grades 10-12

Prerequisite: Japanese I

COURSE DESCRIPTION: Focuses on the continued development of communication skills in the Japanese language and understanding of the cultures of the people who speak the language. Students will begin to show a greater level of accuracy when using basic language structures, and are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short direct compositions. The major means of communication between student and teacher will be in the Japanese language. Japanese II enables students to:

- read and write “hiragana” and “katakana”, which are Japanese letters;
- express needs and preferences, feelings and emotions, and request help;
- ask questions and provide responses based on topics such as self, others, and daily activities;
- begin practicing how to read and write “kanji,” Chinese letters that are used in Japanese writing;
- initiate, sustain, and close oral and written exchanges;
- understand spoken and written language on new and familiar topics;
- present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns;
- present rehearsed material in the target language such as dialogues, skits and songs;
- develop an awareness of perspectives, practices, traditions and current events, of the cultures where the language is spoken.

Japanese III

Year- long, 1 credit

Grades 10-12

Prerequisite: Japanese II

COURSE DESCRIPTION: Focuses on the continued development of communication skills in the Japanese language and understanding of the cultures of the people who speak the language. Students will use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, including both concrete and abstract concepts. The major means of communication between student and teacher will be in the Japanese language. Japanese III enables students to:

- exchange spoken and written information and ideas in the Japanese language, with originality and spontaneity;
- express needs and desires and feelings and emotions;
- use the subjunctive, conditional, and compound tenses and discuss ideas and hypothetical situations;
- read for comprehension;
- summarize and communicate main ideas and supporting details from a variety of authentic materials.

Japanese IV

Year- long, 1 credit

Grades 11-12

Prerequisite: Japanese III

Teacher Recommendation required

COURSE DESCRIPTION: Focuses on the continued development of communication skills in the Japanese language and understanding of the cultures of the people who speak the language. Students will use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, including both concrete and abstract concepts. The means of communication between student and teacher will be in the Japanese language. Japanese IV enables students to:

- exchange oral and written information and ideas in the Japanese language on topics related to contemporary, historical, and literary events;
- participate in extended oral and written exchanges;
- read for comprehension;
- understand and implement complex grammatical concepts in speaking and writing.

AP Japanese

Year- long, 1 credit

Grades 11-12

Prerequisite: Japanese IV

Teacher Recommendation required

COURSE DESCRIPTION: Conforms to College Board recommendations for the AP Japanese Language examination. The course emphasizes the development of fluency in speech and refinement of grammatical skills. Intensive oral, reading, listening, and writing practices for the AP Japanese exam are included along with exploration of the Japanese culture. AP Japanese enables students to:

- use both formal and informal contexts when speaking, listening, reading, and writing;
- express oneself with reasonable fluency in both spoken and written Japanese.

(Refer to Qualifications for Enrollment in AP Courses on page 8).

LATIN

Latin I

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: Students begin acquiring reading skills in Latin as well as strengthening their English reading and vocabulary skills through vocabulary building and analyzing sentence structure. Through the reading selections and class discussions, students learn about the daily lives of the Romans and make comparisons to today's society. Although students do not conduct face-to-face conversations in Latin, they may use Latin orally to initiate and respond to simple statements and commands as well as read Latin aloud. Latin I enables students to:

- demonstrate knowledge of vocabulary and syntax;
- read for comprehension;
- write simple sentences in Latin;
- understand perspectives and practices of the Greco-Roman culture regarding celebrations, family, traditions, food, etc;
- recognize common Latin roots prefixes and suffixes;
- recognize differences and similarities in ancient Roman and contemporary culture.

Latin II

Year- long, 1 credit

Grades 10-12

Prerequisite: Latin I

COURSE DESCRIPTION: Students refine reading skills in Latin as well as continue to strengthen their English reading and vocabulary skills through vocabulary building and analyzing sentence structure. Through the reading selections and class discussions, students acquire a more in-depth knowledge about the daily lives and history of the Romans and continue to make comparisons relevant to today's society. Intermediate writing tasks build a bridge to understanding the written word. Latin II enables students to:

- translate passages (edited and authentic) appropriate for Latin II;
- comprehend spoken Latin phrases, quotations, and expressions as a part of the process for understanding written Latin;
- write more complex phrases and sentences in Latin as a part of the process for understanding written Latin;
- understand the ancient Romans based on reading selections and discussions regarding Roman political systems, history, daily life and culture;
- locate places of Roman influence throughout Roman territories;
- discuss architectural styles, art forms, and artifacts of the Romans;
- increase their knowledge of classical mythology and legends.

Latin III

Year- long, 1 credit

Grades 10-12

Prerequisite: Latin II

COURSE DESCRIPTION: Students read from **authentic Latin prose or poetry** texts. Students are introduced to more complex syntactical and grammatical structures. Through the reading selections and class discussions, students learn about the literary and stylistic devices appropriate for either prose or poetry. Concentration is also focused on the philosophic, historic, and cultural aspects relevant to these selections. Students make connections between the ancient strands of mythology, history, literature, and art to those same classical allusions in the modern world. Latin III enables students to:

- demonstrate knowledge of vocabulary, inflectional systems, and syntax;
- demonstrate reading comprehension of authentic Latin passages;
- demonstrate an understanding of ancient Roman history, customs, and private and political life based on reading selections.

Latin IV

Year- long, 1 credit

Grades 11-12

Prerequisite: Latin III

Latin Teacher Approval required

COURSE DESCRIPTION: Students read from authentic Latin prose and poetry texts in preparation for AP Latin. Students employ complex grammatical skills in reading comprehension and composition. Using the reading selections as a guide, students learn to recognize and analyze the literary, grammatical, and stylistic devices in prose and poetry. Consideration is focused on the philosophic, historic, and cultural aspects of Rome that are relevant to the literature. Students will make connections between classical themes of mythology, history, literature and art to similar themes in the modern world.

AP Latin

Year- long, 1 credit

Grades 11-12

Prerequisite: Latin III and/or Latin IV,

Latin Teacher Approval required

COURSE DESCRIPTION: AP[®] Latin is designed to provide students with a rich and rigorous Latin course, approximately equivalent to an upper-intermediate (typically fourth or fifth semester) college or university Latin course. Students who successfully complete the course are able to read, understand, translate, and analyze Latin poetry and prose. AP Latin students prepare and translate Vergil's *Aeneid* and Caesar's *Gallic War* with an accuracy that reflects precise understanding of the Latin in all its details; they also read and comprehend passages at sight, even if not with full understanding of every detail. Students also should master the terms that have been devised by scholars and teachers over the years to describe and analyze Latin grammar, syntax, and literary style. Linguistic competence is not the only goal of AP Latin. The required texts allow students develop cultural and historical understanding of people, events, and literary genres of Roman times, focusing on the core periods of the late Republic and the early Principate. Using Vergil and Caesar as a base, the course helps students reach beyond translation to read with critical, historical, and literary sensitivity.

(Refer to Qualifications for Enrollment in AP Courses on page 8).

SPANISH

Spanish I

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: Focuses on the development of communication skills in the Spanish language as well as an understanding of the culture(s) of the people who speak the language. The majority of communication between

student and instructor will be in the Spanish language. Spanish I enables students to:

- exchange simple spoken and written information in the Spanish language regarding a variety of topics such as self, family, school, etc;
- understand and use appropriate form of address in expressions of courtesy;
- ask questions and provide responses based on a variety of topics;
- make simple requests; give simple descriptions; and ask for clarification;
- present information orally and in writing that contains a variety of vocabulary, phrases, and patterns;
- present rehearsed material in the Spanish language such as dialogues, skits and songs;
- develop an awareness of perspectives, practices, traditions and current events, of the cultures where Spanish is spoken;
- identify situations in which Spanish language skills and cultural knowledge can be applied outside of the classroom.

Spanish II

Year- long, 1 credit

Grades 10-12

Prerequisite: Spanish I

COURSE DESCRIPTION: Focuses on the continued development of communication skills in the Spanish language and understanding of the cultures of the people who speak the language. Students will begin to show a greater level of accuracy when using basic language structures, and are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short direct compositions. The major means of communication between student and teacher will be in the Spanish language. Spanish II enables students to:

- express needs and preferences, feelings and emotions, and request help;
- ask questions and provide responses based on topics such as self, others, and daily activities;
- initiate, sustain, and close oral and written exchanges;
- understand spoken and written language on new and familiar topics;
- present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns;
- present rehearsed material in the Spanish language such as dialogues, skits and songs;
- develop an awareness of perspectives, practices, traditions and current events, of the cultures where Spanish is spoken.

Spanish III

Year- long, 1 credit

Grades 10-12

Prerequisite: Spanish III

COURSE DESCRIPTION: Focuses on the continued development of communication skills in the language and understanding of the cultures of the people who speak the language. Students will use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, including both concrete and abstract concepts. The major means of communication between student and teacher will be in the Spanish language. Spanish III enables students to:

- exchange spoken and written information and ideas in the Spanish language, with originality and spontaneity;
- express needs and desires and feelings and emotions;
- use the subjunctive, conditional, and compound tenses and discuss ideas and hypothetical situations;
- summarize and communicate main ideas and supporting details from a variety of authentic materials;
- understand and discuss orally and in written form historical and geographical information, current events and cultural traditions of the countries in which Spanish is spoken.

Spanish IV

Year- long, 1 credit

Grades 11-12

Prerequisite: Spanish III

COURSE DESCRIPTION: Spanish IV is intended for students who have completed three previous Spanish courses but need to develop their skills further in preparation for the AP Spanish Language and Culture Course. Students will continue develop skills in Interpersonal, Interpretive and Presentational Communication with an emphasis on the six themes more deeply developed in AP Spanish including: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. This course is recommended for students who have completed Spanish III as sophomores.

AP Spanish Language and Culture

Year- long, 1 credit

Grades 11-12

Prerequisite: Spanish IV

Teacher Rec. required

COURSE DESCRIPTION: Conforms to the College Board recommendations for the AP Spanish Language and Culture examination. This course focuses on the overall proficiency in the Spanish language. This includes the combination of comprehension, comprehensibility, vocabulary usage, language control, communication strategies and cultural awareness. This course is conducted completely in Spanish, and will include both formal and informal contexts of listening comprehension, reading, speaking and writing skills. (Refer to Qualifications for Enrollment in Advanced Placement Courses on page 8).

FINE ARTS COURSES

ART/ORCHESTRA	CHORUS	BAND/PERCUSSION	DRAMA
AP Art History 50.0921049	Advanced Men's Chorus I 54.0291019	AP Music Theory 53.0230039	Drama I 52.0210019
AP Studio Art – Drawing 50.0811049	Advanced Men's Chorus II 54.0292029		Drama Tech 52.0410019
AP Studio Art 2-D Design 50.0813049	Advanced Men's Chorus III 54.0293039	Intermediate Band I 53.0371019	Acting I 52.0610029
AP Studio Art 3-D Design 50.0814059	Advanced Men's Chorus IV 54.0294049	Intermediate Band II 53.0382029	Musical Theater I 52.0310019
Visual Arts level I 50.0211019		Intermediate Band III 53.0373039	Musical Theater 2 52.0320029
Visual Arts level 2 50.0212019	Advanced Chorus I – Mixed 54.0231019	Intermediate Band IV 53.0374049	Musical Theater 3 52.0330039
Visual Arts level 3 50.0213029	Advanced Chorus II – Mixed 54.0232029		Musical Theater 4 52.0340049
	Advanced Chorus III – Mixed 54.0233039	Advanced Band I 53.0381019	
Intermediate Orch I 53.0571019	Advanced Chorus IV – Mixed 54.0234049	Advanced Band II 53.0382029	
Intermediate Orch II 53.0572029		Advanced Band III 53.0383039	
Intermediate Orch III 53.0573039	Advanced Women's Chorus I 54.0261019	Advanced Band VI 53.0384049	
Intermediate Orch IV 53.0574049	Advanced Women's Chorus II 54.0262029		
	Advanced Women's Chorus III 54.0263039	Percussion I 53.0761019	
Advanced Orch I 53.0581019	Advanced Women's Chorus IV 54.0264049	Percussion II 53.0762029	
Advanced Orch II 53.0582029		Percussion III 53.073039	
Advanced Orch III 53.0583039	Intermediate Chorus 54.0221019	Percussion IV 53.0764049	
Advanced Orch IV 53.0584049			

DESCRIPTION OF FINE ARTS COURSES

ART

The visual arts studies program is based on a philosophy rooted in the academic tradition of Columbus High School. The visual arts are approached as a discipline stressing visual thinking as an intellectual exercise in the production of works of art along with the study of criticism of historical and contemporary images. The program emphasizes the development of media skills stressing both individual and group critiques as basic to self-expression. Central to the curriculum are skill development and problem solving in design and observation.

AP Art History

Year- long, 1 credit

Grades 10-12

Offered 2021-2022, alternate years

COURSE DESCRIPTION: Conforms to College Board topics for the Advanced Placement History of Art examination. Covers prehistory to Egyptian, Greek and Roman, Early Christian, Byzantine, Early Medieval, Romanesque, Gothic, Renaissance and Mannerist, 17th and 18th century, 19th century, 20th century and non-Western art. This course is a global view of art. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Studio Art 2-D Design

Year- long, 1 credit

Grades 11-12

Prerequisite: Visual Arts/Comprehensive III

COURSE DESCRIPTION: Involves purposeful decision-making about using the elements and principles of art in an integrative way. Concept /ideas, craftsmanship and the creation of a visually successful design will be the component of every project. The student must submit a portfolio that consists of twenty-four (24) works of art that illustrate the use of any 2-D process or medium, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking, etc. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Studio 3-D Design

Year-long, 1 credit

Grades 11-12

Prerequisite: Visual Arts/Comprehensive III

COURSE DESCRIPTION: Involves purposeful decision-making about using the elements and principles of art in an integrative way. In the 3-D Design Portfolio the student must demonstrate an understanding of design principles as they relate to depth and space. These issues can be explored through additive, subtractive, and/or fabrication processes. Examples of approaches include figurative or nonfigurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts, among others. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Studio Art-Drawing

Year- long, 1 credit

Grades 11-12

Prerequisite: Visual Arts/Comprehensive III

COURSE DESCRIPTION: The student will demonstrate his/her mastery of drawing through a wide range of approaches and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and the illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. The range of mark-making and the tools to do so are endless. (Refer to Qualifications for Enrollment in AP Courses on page 8).

Visual Arts/Comprehensive I (Art I)

Year- long, 1 credit

Grades 9-12

Year-long, 1 credit

COURSE DESCRIPTION: Introduces students to visual design. Students will learn basic drawing and painting skills. Various drawing media will be used including pencil, charcoal, pen and ink, and pastel. Students begin learning acrylic painting techniques. There is also emphasis placed on compositional elements and principles such as line, shape, form, value, texture, and space. Students are also exposed to art criticism, art history, exhibition of works, and compiling a portfolio. Students will learn design thinking skills that can be applied to all subjects.

Visual Arts/Comprehensive II (Drawing, Painting, and Sculpture)

Year- long, 1 credit

Grades 10-12

Prerequisite: Visual Arts/Comprehensive I (Art I)

COURSE DESCRIPTION: Advances the study of color theory and progressive work in two and three-dimensional design. Various painting, drawing, and sculpture media will be used including watercolor, tempera, acrylic, and oil pastel, soft pastel, graphite, charcoal and clay. Students are expected to produce work that develops mastery in concept, composition, and execution of ideas. Organized portfolio required at final.

Visual Arts/Comprehensive III (Advanced Studio 1: Preparing a Portfolio)

Year- long, 1 credit

Grades 11-12

Prerequisite: Visual Arts/Comprehensive II

COURSE DESCRIPTION: 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. Designed to teach the serious art student methods of selection and organization of work produced that reflect the student's ability and versatility in different disciplines using various media. With a portfolio, students have the advantage of presenting their work for possible scholarships and/or admission to an art school or college or simply to see the progress in the course by keeping the work together and organized. This course is recommended for those who plan to take A P Studio Art to determine if the student has the quantity and quality of work that is necessary for a successful portfolio.

CHORAL MUSIC

Columbus High School is comprised of a number of choral performance organizations, which allows students of varied abilities to participate successfully in the performing arts program. Students will perform music from various historic periods. They will develop an appreciation for many different types of music and will represent the school and community in performances.

Advanced Men's Chorus I, II, III, IV

Year- long, 1 credit

Grades 9-12

Audition required

COURSE DESCRIPTION: Provides opportunities for advanced-level male performers to increase performance skills and knowledge in all-male 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 individual progress and group experiences.

Advanced Mixed Chorus I, II, III, IV

Year- long, 1 credit

Grades 9-12

Audition required

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

Advanced Women's Chorus I, II, III, IV

Year- long, 1 credit

Grades 9-12

Audition required

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

Intermediate Women's Chorus

Year- long, 1 credit

Grades 9-12

Audition required

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

DRAMA

Acting I (Theatre Arts/Acting I)

Year- long, 1 credit

Grades 9-12

Prerequisite: Fundamentals of Drama I or teacher approval

COURSE DESCRIPTION: Introduces the advanced acting process. Stresses developing imagination, observation, concentration, and self-discipline. Provides advanced level artists opportunities to increase acting skills through performances. Focuses on performance and scene study. **Students will be required to perform in a class production.**

Fundamentals of Drama I (Theatre Arts/Fundamentals I)

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: A performance-based introduction to the world of theatre. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation, theatre history and terminology, and related technical art forms.

Musical Theater (level I, II, III, IV)

Year- long, 1 credit

Grades 10-12

Prerequisite: Acting I or Drama I or involvement in a CHS theatre production with teacher approval

COURSE DESCRIPTION: Introduces the style and characteristic elements of modern musical theater. Acting, choreography and singing will be explored. Heavy emphasis on choreography and knowledge of musical theater history. Students participate in a musical theatre showcase of various numbers. Students may participate in this course multiple years.

Technical Theater (Theatre Arts/Tech Theater I)

Year- long, 1 credit

Grades 10-12

Teacher approval

COURSE DESCRIPTION: Emphasizes theater operation, production management, scenic design, and theatrical management including lighting, sound, stage and house management, building and equipment maintenance, and working with performers and patrons of the arts.

INSTRUMENTAL MUSIC

Advanced Band I, II, III, IV

Year- long, 1 credit

Grades 9-12

Prerequisite: audition required

COURSE DESCRIPTION: 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. **May require some rehearsal time after school.**

Advanced Instrumental Ensemble I/Percussion I, II, III, IV

Year- long, 1 credit

Grades 9-12

Prerequisite: audition required

COURSE DESCRIPTION: Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. **May require some rehearsal time after school.**

Intermediate Band I, II, III, IV

Year- long, 1 credit

Grades 9-12

Prerequisite: middle school band class or audition required

COURSE DESCRIPTION: 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. **May require some rehearsal time after school.**

Intermediate Orchestra I

Year- long, 1 credit

Grades 9-12

Prerequisite: successful middle school orchestra experience/recommendation from orchestra teacher

COURSE DESCRIPTION: These courses are intended as a continuation for students with previous orchestral experience. Provides opportunities for intermediate-skill level performers to increase performance skills and precision on one of the four orchestral stringed instruments: violin, viola, cello, and bass. Educational emphasis is placed on tone production, instrumental techniques, further development of music reading and comprehension skills, use of III-V positions, analysis and theoretical studies, and historical and cultural contexts. In addition, students will develop a strong sense of musicality by performing a wide variety of music. These courses stress individual progress and group

experiences. Students are required to practice at home and attend performances outside of the school day.

Intermediate Orchestra II, III, IV

Year-long, 1 credit

Grades 10-12

Prerequisite: successful middle school orchestra experience/recommendation from orchestra teacher

COURSE DESCRIPTION:

These courses are intended as a continuation for students with previous orchestral experience. Provides opportunities for intermediate-skill level performers to increase performance skills and precision on one of the four orchestral stringed instruments: violin, viola, cello, and bass. Educational emphasis is placed on tone production, instrumental techniques, further development of music reading and comprehension skills, use of III-V positions, analysis and theoretical studies, and historical and cultural contexts. In addition, students will develop a strong sense of musicality by performing a wide variety of music. These courses stress individual progress and group experiences. Students are required to practice at home and attend performances outside of the school day.

Advanced Orchestra I, II, III, IV

Year-long, 1 credit

Grades 10-12

Prerequisite: completion of Intermediate Orchestra I at CHS and an audition

COURSE DESCRIPTION:

These courses are intended as a continuation for students with previous orchestral experience. Provides opportunities for advanced-skill level performers to increase performance skills and precision on one of the four orchestral stringed instruments: violin, viola, cello, and bass. Educational emphasis is placed on refining tone production, vibrato, instrumental techniques, further development of music reading and comprehension skills, use of III-VII positions, independent musicianship, analysis and theoretical studies, and historical and cultural contexts. In addition, students will develop a strong sense of musicality by performing a wide variety of music. These courses stress individual progress and group experiences, and will prepare students for continuing music after high school. Students are required to practice at home and attend performances outside of the school day.

AP Music Theory

Year-long, 1 credit

Grades 11-12

Must be enrolled in Band, Chorus, or Orchestra, or Instructor approval

COURSE DESCRIPTION: Conforms to the College Board topics for AP Music Theory. Develops students' ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Addresses fundamental aural, analytical and compositional skills using both listening and written exercises. Building on this foundation, the course progresses to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords,

composing a musical bass line to provide two-voice counterpoint, and the realization of figured bass notation. (Refer to Qualifications for Enrollment in AP Courses on page 8).

ELECTIVE SUBJECT AREA COURSES

JROTC

- 28.0310019 Leadership Education and Training I (JROTC I) (9-12)**
- 28.0320019 Leadership Education and Training II (JROTC II) (10-12)**
- 28.0330029 Leadership Education and Training III (JROTC III) (11-12) ***
- 28.0340029 Leadership Education and Training IV (JROTC IV) (12)***

One unit of credit in health and physical education is required. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this requirement.

PHYSICAL EDUCATION

- 36.0510019 Personal Fitness (9), M**
- 17.0110019 Health (9), M**
- 36.0520019 Physical Conditioning (9-12)**
- 36.0540029 Weight Training (10-12)**
- 36.0620039 Advanced Physical Conditioning (11-12)**
- 36.0640049 Advanced Weight Training (12)**
- 36.0210069 Introduction to Team Sports (9-12)**
- 36.0310039 Intermediate Team Sports (10-12)**
- 36.0270019 Introduction to Recreational Sports (11-12)**

NOTE: Both team sports and physical conditioning follow a course sequence. These courses must be taken in the following order:

Team Sports: Introduction to Team Sports, Intermediate Team Sports, Introduction to Recreational Sports

Physical Conditioning: Physical Conditioning, Weight training, Advanced Physical Conditioning, Advanced Weight Training

*****when selecting a PE course for your schedule, please make sure you select the appropriate course based on the sequence.**

DESCRIPTION OF ELECTIVE SUBJECT AREA COURSES

JROTC

Leadership Education and Training I (JROTC I)

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: Prepares students for responsible leadership roles. Course covers communication skills, citizenship, leadership, health, physical fitness, first aid, map reading, drug abuse prevention, military drill, the history and structure of the U.S. Army, career opportunities, and character and conduct. Emphasis is placed on the ability to work effectively as a member of a team and the importance of high school graduation.

Leadership Education and Training II (JROTC II)

Year- long, 1 credit

Grades 10-12

Prerequisite: JROTC I

COURSE DESCRIPTION: Course includes a continuation of the subjects taught in JROTC I. Additional subjects include roles of the Armed Forces, technology awareness, and American government. Emphasis is placed on basic skills in first-line supervision and the exercise of leadership potential, introduction to logical decision-making, directive communications with others, and the importance of a well-rounded high school education.

Leadership Education and Training III (JROTC III)

Year- long, 1 credit

Grades 11-12

Prerequisite: JROTC I & II

COURSE DESCRIPTION: Course includes a continuation of the subjects taught in JROTC I and JROTC II plus the federal and military systems of justice and geography. Emphasis is placed on the application of leadership assessment principles, effective problem-solving in supervisory situations, effective communications as a leader and counselor, promoting team spirit, skills in teaching and demonstrating military drill, and the importance of high school preparation for future training and education.

Leadership Education and Training IV (JROTC IV)

Year- long, 1 credit

Grades 12

Prerequisite: JROTC I, II & III

COURSE DESCRIPTION: Course offers cadets the opportunity to demonstrate leadership application at command and staff levels within the JROTC cadet battalion structure, ethical reasoning and decision-making as a leader, and applied skills in role modeling, managerial planning, coaching, and counseling. Cadets are required to assist the Army instructors in planning, organizing, and directing cadet activities. Emphasis is placed on self-marketing for higher educational opportunities, future employment, and behavioral standards associated with commitment, responsibility, and accountability for one's own actions.

PHYSICAL EDUCATION

Advanced Physical Conditioning

Year- long, 1 credit

Grades 10-12

Pre-requisite: Physical Conditioning, Weight Training

COURSE DESCRIPTION: This is an advanced physical conditioning course. Students must take the first physical conditioning course as a pre-requisite. Each student will have an individual conditioning plan which includes weight training. Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies.

(third level course)

Advanced Weight Training

Year- long, 1 credit

Grades 10-12

Pre-requisite: Physical Conditioning, Weight Training and Advanced Physical Conditioning

COURSE DESCRIPTION: Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies. **(fourth level course)**

Health

Semester, .5 credit

Grade 9

COURSE DESCRIPTION: Explores the mental, physical, and social aspects of life and how each contributes to total health and wellbeing. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health and community health.

Introduction to Team Sports

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football. **(first level course)**

Intermediate Team Sports

Year- long, 1 credit

Grades 10-12

Pre-requisite: Introduction to Team Sports

COURSE DESCRIPTION: Stimulates growth and development by stressing physical fitness and motor skill proficiency. Emphasizes development of a positive attitude toward continued physical activity for life and living. The activities taught are: flag football, volleyball, basketball, recreational sports, softball, soccer, and physical fitness. **(second level course)**

Intro to Recreational Games

Year- long, 1 credit

Grades 10-12

Pre-requisite: Introduction to Team Sports and Intermediate Team Sports

COURSE DESCRIPTION: Introduces recreational games suitable for lifetime leisure activities; may include table tennis, shuffleboard, frisbee, deck tennis, new games, horseshoes, darts and croquet. Emphasizes the rules of each game and the skills necessary to play. **(third level course)**

Personal Fitness

Semester, .5 credit

Grade 9

COURSE DESCRIPTION: Develops skills and knowledge of physical fitness for lifetime activities.

Physical Conditioning

Year- long, 1 credit

Grades 10-12

COURSE DESCRIPTION: 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. **(first level course)**

Weight Training

Year- long, 1 credit

Grades 10-12

Pre-requisite: Physical Conditioning

COURSE DESCRIPTION: Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits. **(second level course)**

Student Reminders

- 1. Please remember that schedule conflicts do arise and some courses selected may not fit in a student's schedule or may not have enough interest. Therefore, adjustments must be made so that students can meet all requirements to graduate. We will use one of the three alternate elective courses chosen in order to create a student's schedule. Alternate electives should be chosen wisely.***
- 2. Students may only take one PE elective course per school year. Ninth grade students may take Team Sports or Physical Conditioning in addition to Personal Fitness and Health as an elective.***
- 3. Students should complete all summer work for the core courses (English, math, science, social studies and foreign language) for which they register and are approved for during the pre-registration process. If a student selects an elective that requires summer work, that summer work should also be completed. In rare cases, elective changes may be required to make a schedule work and an elective with summer work may be changed. If this happens, the student will be contacted.***
- 4. Summer work assignments are located on the Columbus High School website.***
- 5. Some courses are offered alternate years so students should review the course selection guide and make sure they do not request a course that is not being offered.***
- 6. Teacher changes will not be permitted.***

Student Reminders Related to AP Courses

- 1. If you select an AP course for an elective, and there is a schedule conflict, any AP courses you list as an alternate choice will be used first as a replacement elective as long as you have teacher approval.***
- 2. When considering the number of AP courses to take, please consider your extra-curricular schedule, community service hours and work hours (if you have a job). A student will not be removed from an AP course due to a conflict with their work hours.***
- 3. Once a student has requested and has been scheduled into an AP course for the upcoming school year, the student is responsible for all summer work that pertains to the course. Students who do not complete their summer work will be given a zero for the assignment. Remember, AP courses require additional time and effort and students must organize and manage their time wisely.***

Schedule Changes (Verification Day)

The only schedule changes that will be allowed on verification day are:

1. You are scheduled into a class you have already taken.
2. You are missing a class you need to graduate (English, Math, Science, Soc. Studies, Foreign Lang.).
Seniors Only – missing an ACADEMIC elective or FINE ART elective to graduate
3. You are scheduled into a course that you have not met or taken the pre-requisites for.
4. A student is missing a course because the course could not be created (not enough interest).

Students must check their schedule on verification day AND the first day of school to be sure they are scheduled for an English, Math, Science, Social Studies & foreign language course (10th through 12th grade, 9th graders may not have a foreign language course but another elective instead). A student MUST take an English, Math, Science, and Social Studies course each year along with their electives. Students are required to have at least three levels of the same foreign language.

SPECIAL NOTE: Please keep in mind that classes are balanced and teachers are prepared to begin instruction on the first day of school. Courses do not have a “trial” period.

If a student asks for a schedule change, the schedule change not only affects that student but other students as well, who do not want to have their schedule changed, due to class size and state guidelines.

Also, after a three week pre-registration period, our guidance counselors check each student’s four year plan to ensure each student is registering for the appropriate courses to graduate.