

Columbus High School Course Selection Guide 2024-2025



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Official Student Registration Form (current grades 9-11)

Columbus High School

College Preparatory Magnet

Advanced Placement and AP Capstone School



Columbus High School is an academic and social environment where students have the opportunity to challenge themselves to meet and exceed their desired post-secondary outcomes leading to lifelong success.

The CHS College Preparatory Magnet program stems from a diverse selection of rigorous courses, extended off-campus classroom experiences, an investment in creating leaders, innovators and positive societal contributors, as well as an award winning athletic and fine arts program, all of which allow all students to select any pathway they choose upon graduation from Columbus High School.

Allowing students the opportunity to learn college material from our highly trained faculty, Advanced Placement courses allow for content, skills, practice, critical thinking, writing and time management that colleges require from their incoming freshmen. Taking AP courses in high school provide a safe social and academic environment where students can determine their strengths, interests and become college level proficient without compromising their college GPA.

With access to a plethora of extra-curricular organizations, clubs, activities and honor societies, students have a multitude of opportunities to earn leadership roles, engage their 21st century skills, network and build relationships.

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.

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:

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.
18. **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.

COLUMBUS HIGH SCHOOL
LIBERAL ARTS COLLEGE PREPARATORY MAGNET
COURSE SELECTION GUIDE
2024-2025

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 15.

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 their 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 addition to AP World History, 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-two (32) Advanced Placement courses and administers AP exams according to a national schedule in May of each year.

These courses include:

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

******Additionally, we offer Organic Chemistry (Post AP Chemistry) and Multivariable Calculus (Post AP Calculus BC).***

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 2024 is approximately \$97 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 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-two 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

2024-2025 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.



SELECTION CRITERIA FOR THE AP CAPSTONE PROGRAM

Columbus High School will offer a max of three classes of the initial Capstone course, AP Seminar, in 2024-25 with a maximum of 78 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
- 2 Teacher Recommendations

**Students accepted into the program will be responsible for exam fees. AP Capstone fees must be paid upfront. The 2023-2024 exam fee for AP Seminar and AP Research was \$146 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.

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.

College Preparatory Magnet Course Planning Form – 28 Units

21 Units: Required Core Courses	1 Unit: Academic Elective Course
<p>4 English</p> <ul style="list-style-type: none"> <input type="checkbox"/> Honors 9th grade Lit/Comp <input type="checkbox"/> Honors 10th grade Lit/Comp or AP Lang <input type="checkbox"/> Honors American Literature <input type="checkbox"/> Multicultural Lit or AP Literature <p>4 Mathematics</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <p>4 Science (Must include Bio, Chem & Physics)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Honors Biology <input type="checkbox"/> Honors Chemistry <input type="checkbox"/> _____ <input type="checkbox"/> _____ <p>3.5 Social Studies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Honors American Government <input type="checkbox"/> AP World History (required) <input type="checkbox"/> Hon U.S. History or AP U.S. History <input type="checkbox"/> Hon Economics or AP Macroeconomics <p>3 Foreign Language (3 levels of the same language req'd)</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <p>1.5 Humanities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writer's Workshop (9th) <input type="checkbox"/> Humanities/AP Capstone – Senior Project <p>1 Physical Education (ADAP card-9th)</p> <ul style="list-style-type: none"> <input type="checkbox"/> ½ Personal Fitness <input type="checkbox"/> ½ Health 	<p><input type="checkbox"/> _____</p> <hr/> <p>1 Unit: Fine Arts Elective</p> <p><input type="checkbox"/> _____</p> <p style="font-size: small;">(Band, Chorus, Orchestra, Drama, Art, AP/Music Theory, AP Art History)</p> <p>5 Units: Student Choice Electives (any course)</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <p>Other Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra Summer Assignment <input type="checkbox"/> Geometry Summer Assignment <input type="checkbox"/> Summer Reading 9th grade <input type="checkbox"/> Community Service 9th grade <input type="checkbox"/> Field Trips 9th grade <input type="checkbox"/> Science Project 9th grade (part I) <input type="checkbox"/> Summer Reading 10th grade <input type="checkbox"/> Community Service 10th grade <input type="checkbox"/> Field Trips 10th grade <input type="checkbox"/> Science Project 10th grade (Part 2) <input type="checkbox"/> Summer Reading 11th grade <input type="checkbox"/> Community Service 11th grade <input type="checkbox"/> Field Trips 11th grade <input type="checkbox"/> Summer Reading 12th grade <input type="checkbox"/> Field Trips 12th grade <input type="checkbox"/> Senior Project or AP Capstone Project <input type="checkbox"/> AP Course taken other than AP World

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

Magnet Course Requirements by Grade Level

<p><u>9th Grade Courses</u></p> <p>Honors 9th Grade Lit/Comp</p> <p>Algebra or Honors Geometry</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>*AP Environmental Science for AP STEM Track students</p> <p><i>*3 courses of JROTC taken within 4 years exempts a student from taking PE/Health</i></p>	<p><u>10th Grade Courses</u></p> <p>AP Lang or Honors 10th grade Lit/Comp</p> <p>Geometry or Adv. Algebra or Enhanced Adv. Algebra & AP 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>*AP Biology for AP STEM Track students</p>
<p><u>11th Grade Courses</u></p> <p>Honors American Lit</p> <p>Adv. Algebra or Enhanced Adv. Algebra & AP Pre-calculus or Pre-calculus or AP Pre-calculus or AP Statistics 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>*AP Chemistry for AP STEM track students</p>	<p><u>12th Grade Courses</u></p> <p>AP Lit/Comp or Multicultural Lit/Comp</p> <p>Pre-calculus or AP Pre-calculus or AP Statistics or AP Calculus AB or AP Calculus BC or Multivariable Calculus Linear Algebra with computer science applications</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> <p>*AP Physics for AP STEM track students</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>

Academic Rigor Requirements

A student meeting the requirements to be a HOPE Scholar at the time of high school graduation must earn a minimum of four full rigor credits from the [Academic Rigor Course List](#) prior to graduating from high school. This list is located on gafutures.org website.

Credits received for academic rigor courses must be from the categories below:

1. Advanced math, such as advanced algebra and trigonometry, math III, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
2. Advanced science, such as chemistry, physics, biology II, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
3. Foreign language courses taken at the high school, or taken for degree level credit at an Eligible Postsecondary Institution; or
4. Advanced Placement, International Baccalaureate or Dual Enrollment degree-level core courses.

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 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 PRE-CALCULUS
ORGANIC CHEMISTRY
AP PSYCHOLOGY
AP SPANISH LANGUAGE
AP SPANISH LITERATURE
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)
ENHANCED ADV ALG/AP PRE-CALCULUS
MULTIVARIABLE CALCULUS

.5 ADDITIONAL QUALITY POINT 5 NUMERICAL POINTS

AMERICAN LITERATURE/COMP (Honors)
BIOLOGY (Honors)
CHEMISTRY (Honors)
ECONOMICS (Honors)
FRENCH III (Honors)
FRENCH IV (Honors)
GEOMETRY (Honors)
LATIN III (Honors)
LATIN IV (Honors)
LITERATURE/COMPOSITION (9TH) (Honors)
PHYSICS I (Honors)
SPANISH III (Honors)
SPANISH IV (Honors)
UNITED STATES HISTORY (Honors)
WORLD LIT/COMP (10TH) (Honors)

.25 ADDITIONAL QUALITY POINT 2.5 NUMERICAL POINTS

AMERICAN GOVERNMENT (Honors)

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

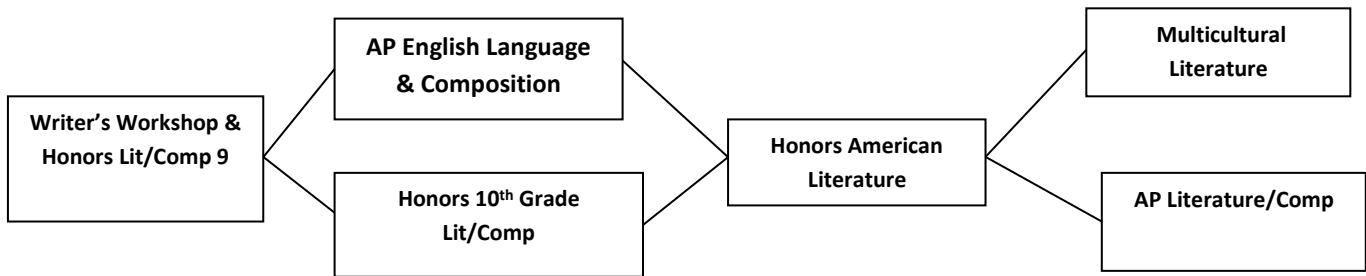
The first two digits of the course number identify courses used to calculate the HOPE GPA. As such, English course numbers all begin with 23; Mathematics with 27; Science with 26 or 40; Social Studies with 45; and Foreign Language with 60, 61, 62, 63, or 64. Computer Science begins with 11.

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
- 23.0460019 Speech/Forensics I (Debate I), (9-12), year-long, 1 credit, H *
23.0480039 Speech/Forensics II (Debate II), (10-12), year-long, 1 credit, 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*
23.0330039 Journalism III Yearbook, (12), year-long, 1 credit, H*
23.0320019 Journalism Newspaper, (10-12), year-long, 1 credit, H*
- 23.0210029 World Myths (Mythology) (9-12), year-long, 1 credit, H *
35.0660019 SAT Verbal Prep (taken with SAT Math Prep) (10-12), semester-long, .5 credit, *
23.0420019 Speech (9-12), year-long, 1 credit, H *
23.0230039 Shakespeare (11-12), year-long, 1 credit, H *
- 23.0370049 AP Capstone/Research (12), year-long, 1 credit, M, H

SEQUENCE OF ENGLISH COURSES



ELECTIVES

Speech/Forensics (Debate)
Journalism Yearbook I, II, III
Journalism Newspaper I, II, III
World Myths (Mythology)
SAT Verbal Prep
Shakespeare
Speech



All students must take a Georgia Milestone End of Course Exam in Honors American Literature.

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).

Debate I, II (Speech/Forensics I, II)

Year- long, 1 credit

Grades 9-12

Teacher approval required.

COURSE DESCRIPTION: This class is designed to prepare students for **competitive speaking and debating**. Our goal is to improve students' skills in speaking, listening, composing, and reasoning through practical experiences and applications, especially during scheduled competitions. Course will include informal logic, current events, platform speaking events, group discussion, team policy debate, and team public forum debate. This course is not intended for general public speaking however, we do offer the oral and written communication speech course.

Honors Ninth Grade Literature/Composition

Year- long, 1 credit

Grade 9

COURSE DESCRIPTION: Through the Savvas *myPerspectives* curriculum, this class will survey a rich, diverse representation of literature, authors, characters, cultures, and themes. Students will be challenged to critically analyze complex texts, study their academic language and author's craft, and

apply close-reading strategies. Once pieces of literature have been read, annotated, and discussed, students will have the opportunity to respond to rigorous questions and to complete tasks ensuring comprehension of texts and meeting of state standards.

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.

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*

(9th grade students with middle school newspaper experience may apply to take the course)

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: *World Mythology* is the study of myths, the types, functions, history, and uses of *profoundly meaningful stories* from around the world that influence contemporary life, and relate to human themes that run through the world's cultures.

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.

Shakespeare

Year- long, 1 credit

Grades 11-12

COURSE DESCRIPTION: This course offers the skills students need to explore and study William Shakespeare's life and works. Through a survey of selected Shakespearean plays, students learn to read text accurately and imaginatively and to appreciate Shakespeare's dramatic dimensions. The plays are reviewed via a range of media: text, film, audio recording, and live performance. Students develop the ability to interpret literature and complex ideas, recognize, discuss, and write about universal themes in literature, compare and contrast characters, and become familiar with Elizabethan English. Critical writing skills, as well as speaking skills, are components of the coursework.

Speech (Oral and Written Communication)

Year- long, 1 credit

Grades 9-12

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

Writer's Workshop

Semester, .5 credit

Grade 9

COURSE DESCRIPTION: This course emphasizes 21st century skills such as rhetorical analysis, strong writing, time management, research skills, peer collaboration, writing and speaking effectively, using higher level thinking skills, and developing good work/study habits. Students will develop these through a study of rhetoric, college inquiry, and mythology exploration and presentation.

MATHEMATICS COURSES

Traditional Math Sequence:

Sequence # 1:

- 27.0811019 Algebra: Concepts & Connections (9), year-long, 1 credit, M, H
- 27.0821029 Geometry: Concepts & Connections (10), year-long, 1 credit, M, H
- 27.0831039 Advanced Algebra: Concepts & Connections (11), year-long, 1 credit, M, H
- 27.0841049 Pre-calculus (12), year-long, 1 credit, M, H

OR

- 27.0741049 AP Pre-calculus (12), year-long, 1 credit, M, H

Sequence # 2:

- 27.0821039 Honors Geometry: Concepts & Connections (9), year-long, 1 credit, M,
- 27.0831039 Advanced Algebra: Concepts & Connections (10), year-long, 1 credit, M, H
- 27.0841049 Pre-calculus (11), year-long, 1 credit, M, H

OR

- 27.0741049 AP Pre-calculus (11), year-long, 1 credit, M, H
- 27.08530XX Linear Algebra with Computer Science Applications (12), year-long, 1 credit, M, H

Sequence # 3:

- 27.0821039 Honors Geometry: Concepts & Connections (9), year-long, 1 credit, M,
- 27.0831039 Advanced Algebra: Concepts & Connections (10), year-long, 1 credit, M, H
- 27.0841049 Pre-calculus (11), year-long, 1 credit, M, H

OR

- 27.0741049 AP Pre-calculus (11), year-long, 1 credit, M, H
- 27.0740039 AP Statistics (12), teacher rec., year-long, 1 credit, M, H

Accelerated Math Sequences: (Specific Requirements & Teacher Rec. Required)

Sequence # 1:

- 27.0811019 Algebra: Concepts & Connections (9), year-long, 1 credit, M, H
- 27.0821029 Geometry: Concepts & Connections (10), year-long, 1 credit, M, H
- 27.0931049 Enhanced Adv. Algebra & AP Pre-calculus (11), year-long, 1 credit, M, H
- 27.08530XX Linear Algebra with Computer Science Applications (12), year-long, 1 credit, M, H

Sequence # 2:

- 27.0811019 Algebra: Concepts & Connections (9), year-long, 1 credit, M, H
 - 27.0821029 Geometry: Concepts & Connections (10), year-long, 1 credit, M, H
 - 27.0931049 Enhanced Adv. Algebra & AP Pre-calculus (11), year-long, 1 credit, M, H
 - 27.0720039 AP Calculus AB (12), teacher rec., year-long, 1 credit, M, H *
- OR
- 27.0730049 AP Calculus BC (12), teacher rec., year-long, 1 credit, M, H *

Sequence # 3:

- 27.0811019 Algebra: Concepts & Connections (9), year-long, 1 credit, M, H
- 27.0821029 Geometry: Concepts & Connections (10), year-long, 1 credit, M, H
- 27.0931049 Enhanced Adv. Algebra & AP Pre-calculus (11), year-long, 1 credit, M, H
- 27.0740039 AP Statistics (12), teacher rec., year-long, 1 credit, M, H *

Sequence # 4:

- 27.0821039 Honors Geometry: Concepts & Connections (9), year-long, 1 credit, M, H
- 27.0931049 Enhanced Adv. Algebra & AP Pre-calculus (10), year-long, 1 credit, M, H
- 27.0720039 AP Calculus AB (11), teacher rec., year-long, 1 credit, M, H *
- 27.0740039 AP Statistics (12), teacher rec., year-long, 1 credit, M, H,*

Sequence # 5:

- 27.0821039 Honors Geometry: Concepts & Connections (9), year-long, 1 credit, M, H
- 27.0931049 Enhanced Adv. Algebra & AP Pre-calculus (10), year-long, 1 credit, M, H
- 27.0740039 AP Statistics (11), teacher rec., year-long, 1 credit, M, H,*
- 27.08530XX Linear Algebra with Computer Science Applications (12), year-long, 1 credit, M, H

Sequence # 6:

- 27.0821039 Honors Geometry: Concepts & Connections (9), year-long, 1 credit, M, H
- 27.0931049 Enhanced Adv. Algebra & AP Pre-calculus (10), year-long, 1 credit, M, H
- 27.0730049 AP Calculus BC (11), teacher rec., year-long, 1 credit, M, H *
- 27.0740039 AP Statistics (12), teacher rec., year-long, 1 credit, M, H,*

Sequence # 7:

- 27.0821039 Honors Geometry: Concepts & Connections (9), year-long, 1 credit, M, H
- 27.0931049 Enhanced Adv. Algebra & AP Pre-calculus (10), year-long, 1 credit, M, H
- 27.0730049 AP Calculus BC (11), teacher rec., year-long, 1 credit, M, H *
- 27.0770049 Multivariable Calculus (12), teacher rec., year-long, 1 credit, M, H *

Sequence # 8:

- 27.0931049 Enhanced Adv. Algebra & AP Pre-calculus (9), year-long, 1 credit, M, H
- 27.0720049 AP Calculus BC (10), teacher rec., year-long, 1 credit, M, H *
- 27.0770049 Multivariable Calculus (11), teacher rec., year-long, 1 credit, M, H *
- 27.08530XX Linear Algebra with Computer Science Applications (12), year-long, 1 credit, M, H

Sequence # 9:

- 27.0931049 Enhanced Adv. Algebra & AP Pre-calculus (9), year-long, 1 credit, M, H
- 27.0730049 AP Calculus BC (10), teacher rec., year-long, 1 credit, M, H *
- 27.0770049 Multivariable Calculus (11), teacher rec., year-long, 1 credit, M, H *
- 27.0740039 AP Statistics (12), teacher rec., year-long, 1 credit, M, H, *

Sequence # 10:

- 27.0931049 Enhanced Adv. Algebra & AP Pre-calculus (9), year-long, 1 credit, M, H
- 27.0730049 AP Calculus BC (10), teacher rec., year-long, 1 credit, M, H *
- 27.0770049 Multivariable Calculus (11), teacher rec., year-long, 1 credit, M, H *
- 27.08530XX Linear Algebra with Computer Science Applications (12), year-long, 1 credit, M, H

Sequence # 11:

- 27.0931049 Enhanced Adv. Algebra & AP Pre-calculus (9), year-long, 1 credit, M, H
- 27.0720039 AP Calculus AB (10), teacher rec., year-long, 1 credit, M, H *
- 27.0740039 AP Statistics (11), teacher rec., year-long, 1 credit, M, H *
- 27.08530XX Linear Algebra with Computer Science Applications (12), year-long, 1 credit, M, H

Math Elective:

35.0660059 SAT Math Prep (taken with SAT Verbal Prep) (10-12), semester-long, .5 credit, *

For our students to be successful and competent in mathematics, the following policy has been established concerning math course progression:

- To continue in accelerated courses, students must maintain an 88 average or higher, receive teacher recommendation, and in some cases, meet a minimum score on an algebra proficiency assessment.
- Sophomores, juniors, or seniors who would like to double up with a non-elective math course must have a 95 or higher average in their current math course and receive teacher recommendation. To take certain courses for double-ups, students may also be required to obtain a designated minimum score on a placement or proficiency test.
- Summer math assignments are required for all incoming freshman and for students who do not master standards for the Georgia Milestone exams for Algebra: Concepts & Connections.

To graduate from the state of Georgia, all students must:

- ***take a Georgia Milestone End of Course Exam in Algebra: Concepts & Connections, and successfully complete and earn credit for Geometry: Concepts & Connections and Advanced Algebra: Concepts & Connections***

DESCRIPTION OF MATHEMATICS COURSES

Algebra: Concepts & Connections

Year- long, 1 credit

Grade 9

Prerequisite: 8th Grade Mathematics

COURSE DESCRIPTION: This course is designed as the first course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning.

Advanced Algebra: Concepts & Connections

Year- long, 1 credit

Grade 10 or 11

Prerequisite: Geometry: Concepts & Connections

COURSE DESCRIPTION: This course is designed as the third course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.

AP Calculus AB

Year- long, 1 credit

Grades 11-12

Prerequisite: Precalculus or AP Precalculus & Teacher Recommendation

COURSE DESCRIPTION: Conforms to 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: AP Precalculus & Teacher Recommendation

COURSE DESCRIPTION: Conforms to 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 Pre-Calculus

Year- long, 1 credit

Grades 11-12

Prerequisite: Advanced Algebra: Concepts & Connections & Teacher Recommendation

COURSE DESCRIPTION: Conforms to College Board topics for the Advanced Placement Pre-calculus examination. Topics of study include the following functions: polynomial, rational, exponential, logarithmic, trigonometric, and polar. Students will also explore functions involving parameters, vectors, and matrices. (Refer to Qualifications for Enrollment in AP Courses on page 8).

AP Statistics

Year- long, 1 credit

Grades 11-12

Prerequisite: Precalculus or AP Precalculus & Teacher Recommendation

COURSE DESCRIPTION: Conforms to 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).

Enhanced Advanced Algebra & AP Pre-Calculus: Concepts & Connections

Year- long, 1 credit

Grade 10 or 11

Prerequisite: Geometry: Concepts and Connections

COURSE DESCRIPTION: This course is a thoughtful blend of the topics from Advanced Algebra: Concepts & Connections and Pre-calculus. This is a single credit course, intended to provide students the opportunity to develop a deeper understanding of mathematical concepts that are critical to the study of advanced fourth mathematics course options, including Calculus. Some of those topics include, sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the polar plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities.

Geometry: Concepts & Connections

Year- long, 1 credit

Grade 10

Prerequisite: Algebra: Concepts & Connections

COURSE DESCRIPTION: This course is designed as the second course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.

Honors Geometry: Concepts and Connections

Year- long, 1 credit

Prerequisite: Algebra: Concepts & Connections

Grade 9

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, coordinate geometry, circles, statistics, and probability. This honors course includes more in-depth instruction and applications of concepts in preparation for AP math courses.

Linear Algebra with Computer Science Applications

Year- long, 1 credit

Prerequisite: Pre-Calculus or AP Pre-Calculus & Teacher Recommendation

Grade 12

COURSE DESCRIPTION: This course is designed to meet the needs of students who have completed Pre-calculus or the Enhanced Advanced Algebra Concepts and Connections and Pre-calculus course (or the equivalent) and will pursue careers which require linear algebra topics often associated with modern computer science. The course will examine the use of vectors and matrices in mathematics and apply these concepts to computer science. There will be a strong focus on the presentation of mathematical ideas through both writing and programming. Mathematical concepts, such as vector spaces and Markov chains, will be presented through an abstract approach that characterizes upper-level mathematics courses. The goal is to give students the skills and techniques they will need as they study advanced mathematics or computer science at the college level. This is an alternative course for those students who do not wish to enroll in an Advanced Placement course, but who still wish to learn higher-level mathematics.

Pre-Calculus

Year- long, 1 credit

Prerequisite: Advanced Algebra: Concepts & Connections

Grade 12

COURSE DESCRIPTION: Precalculus is a fourth-year math option for students who have completed Advanced Algebra. The course provides students with the opportunity to develop a deeper understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities.

Multivariable Calculus

Year- long, 1 credit

Prerequisite: Successful Completion of AP Calculus BC and Teacher Recommendation

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: Geometry: Concepts & Connections

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.

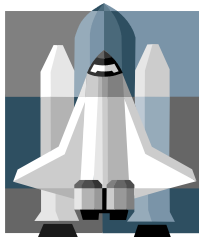
SAT Verbal & Math Course

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.

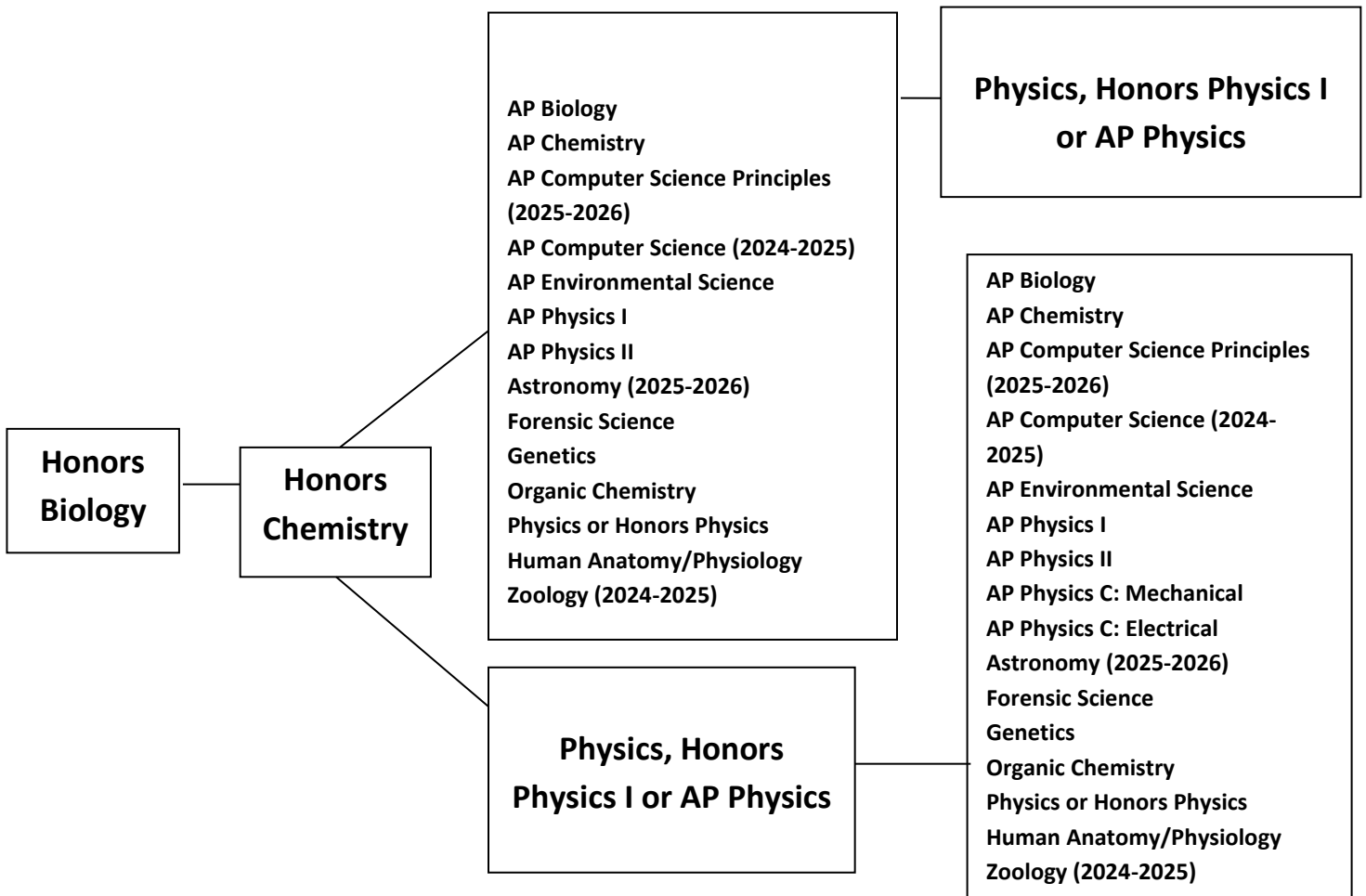
SCIENCE COURSES

- 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 (11-12), Year- long, 1 credit, M, H *
- 40.0842049 AP Physics C: Electricity and Magnetism (11-12), Year- long, 1 credit, M, H *
- 40.0210029 Astronomy (10-12), Year- long, 1 credit, M, H * (alternate year)
- 40.0930039 Forensic Science, (9-12), Year- long, 1 credit, M, H *
- 26.0150039 Genetics, (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 *
- 40.0570052 Organic Chemistry (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 * (alternate year)
- **11.0190049 AP Computer Science Principles (10-12), Year-long, 1 credit, M, H *(alt. year)
- **11.0160039 AP Computer Science (11-12), Year- long, 1 credit, M, H *(alternate year)

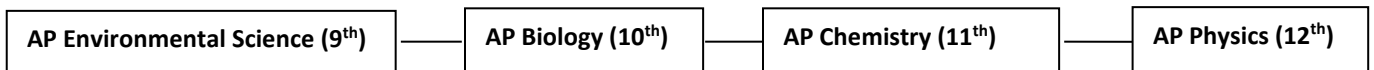
**AP Computer Science may count as your 4th science requirement.



SEQUENCE OF SCIENCE COURSES



AP SCIENCE STEM PATHWAY



Physics at CHS

	<p>Physics</p> <p>Discovering physics in the everyday world through hands on activities using simple algebraic math</p>		
	<p>Honors Physics</p> <p>More in depth investigations with basic mathematical principles to gather, investigate and draw scientific conclusions</p>		
	<p>AP Physics 1</p> <p>College credit for 1st semester basic physics elective course</p>		<p>AP Physics 2</p> <p>College credit for 2nd semester basic physics elective course</p>
	<p>AP Physics C Mechanics</p> <p>College credit for 1st semester Calculus based physics elective course for science and engineering majors</p>		<p>AP Physics C Electricity & Magnetism</p> <p>College credit for 2nd semester Calculus based physics elective course for science and engineering majors</p>

Students should carefully consider their college and career goals when choosing their physics course.

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 88 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

A student entering 10th grade 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: Algebra 2

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: Algebra 2

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 2025-2026, 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

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.

Genetics

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: This course introduces the basic principles of genetics. Classical genetics topics include: cell division, sexual reproduction, Mendel's Laws of Heredity, the chromosomal basis of inheritance, the molecular basis of inheritance, gene to protein, gene expression and control, and recombinant DNA. Students will acquire a basic understanding of the applications of molecular tools to the identification of isolated populations, the detection of kin, and the reconstruction of phylogenetic relationships. Topics like the human genome project and forensic applications of genetic knowledge will also be explored. Covers the physical and chemical properties of organic compounds.

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 fieldwork using the processes of inquiry. **Part one** of the science fair 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. **Part two** of the science fair project is required for students taking this class.

Honors Physics I

Year- long, 1 credit

Grades 11-12

Prerequisite: Algebra 2

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

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.

Organic Chemistry

Year- long, 1 credit

Grades 12

Prerequisite: AP Chemistry

COURSE DESCRIPTION: Covers the physical and chemical properties of organic compounds. This course is primarily designed for students interested in a medical related career, medicine, nursing, veterinary medicine, pharmacy, dentistry, etc. Both natural and synthetic organic compounds will be investigated. Organic compounds will be classified into families, and the physical and chemical properties of each family will be discussed as well as the naming and structural drawing of members demonstrated. Major chemical reactions associated with each family will be the main focus through a comprehensive laboratory program. The class will review basic concepts of molecular structure, chemical bonding, molecular geometry, electronic and atomic structure, and acid-base chemistry.

Physics

Year-long, 1 credit

Grades 11-12

Prerequisite: Algebra 2

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 2024-2025, alternate year

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 2025-2026, 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 2024-2025, alternate year

Prerequisites: 85 or better final score in all math courses taken, AP CS Teacher Approval, AP Computer Science Principles with a final score of 85 or better

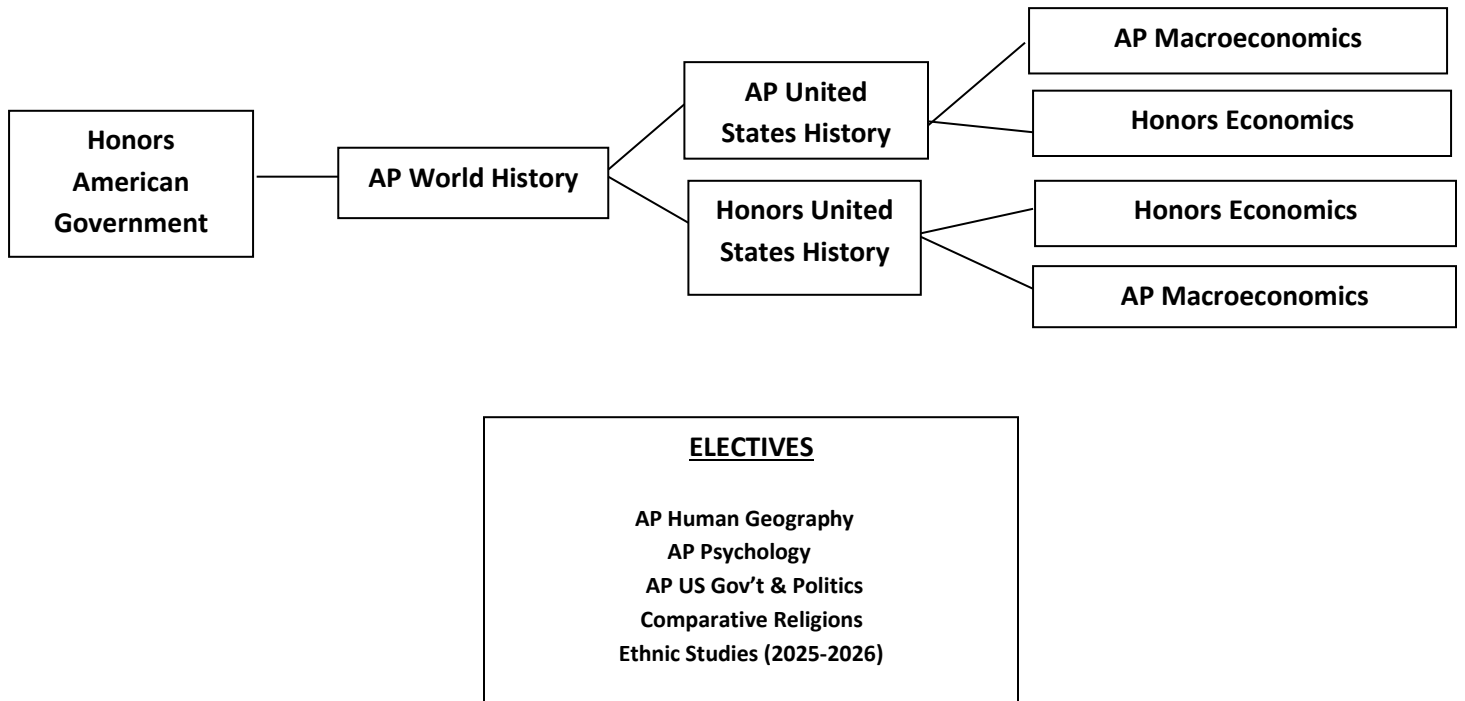
COURSE DESCRIPTION: Designed to serve as a first course in computer science for students with no prior computing experience. This course offers college credit in introductory computer programming, which is a basic course requirement for degrees that range from business to sciences and engineering. The 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).

All students must take a Georgia Milestone End of Course Exam in Honors Biology.

SOCIAL STUDIES COURSES

- 45.0770039 AP Human Geography (9-12), 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
- 45.0320039 Ethnic Studies, (10-12), 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
- 45.0140029 Humanities (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 9-12

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

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

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

Ethnic Studies

Year- long, 1 credit

Grades 10-12

Offered 2025-2026, alternate year

COURSE DESCRIPTION: Examines the diversity of American society; focuses on various ethnic groups that make up the American population. Covers cultural orientation, contributions of each group and cultural perspectives of each group. Integrates and reinforces social studies skills.

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.

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, which is 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.

All students must take a Georgia Milestone End of Course Exam in United States History.



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 *
- 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 *
- 60.0811049 AP Spanish Literature (11-12), teacher rec., H *

After fulfilling 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.

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

Students can be recommended for AP Spanish after completing level 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: Students will continue develop skills in Interpersonal, Interpretive and Presentational Communication as well as focus on the culture and geography related to the target language.

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).

AP Spanish Literature

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 Literature examination. This course is equivalent to a third-year college course in Peninsular and Latin American literature. It introduces the student to the formal study of carefully selected works of the literature of Spain and Latin America. The course is designed for the student who has reached an advanced level of the Spanish language as it is totally conducted in Spanish. (Refer to Qualifications for Enrollment in Advanced Placement Courses on page 8).

FINE ARTS COURSES

ART	CHORUS	BAND/MUSIC THEORY	DRAMA/ORCHESTRA
AP Art History 50.0921049	Advanced Men's Chorus I 54.0291019	Beginning Band I 53.0361019	Drama I 52.0210019
	Advanced Men's Chorus II 54.0292029	Beginning Band II 53.0362029	Acting I 52.0610029
AP Studio Art – Drawing 50.0811049	Advanced Men's Chorus III 54.0293039		Acting II 52.0620069
AP Studio Art 2-D Design 50.0813049	Advanced Men's Chorus IV 54.0294049		Acting III 52.0630039
AP Studio Art 3-D Design 50.0814059			Drama Tech Level I 52.0410019
	Advanced Chorus I – Mixed 54.0231019	Intermediate Band I 53.0371019	Drama Tech Level II 52.0420029
Visual Arts level I 50.0211019	Advanced Chorus II – Mixed 54.0232029	Intermediate Band II 53.0372029	Drama Tech Level III 52.0430039
Visual Arts level 2 50.0212019	Advanced Chorus III – Mixed 54.0233039	Intermediate Band III 53.0373039	
Visual Arts level 3 50.0213029	Advanced Chorus IV – Mixed 54.0234049	Intermediate Band IV 53.0374049	Intermediate Orch I 53.0571019
Visual Arts level 4 50.0240029			Intermediate Orch II 53.0572029
	Advanced Women's Chorus I 54.0261019	Advanced Band I 53.0381019	Intermediate Orch III 53.0573039
	Advanced Women's Chorus II 54.0262029	Advanced Band II 53.0382029	Intermediate Orch IV 53.0574049
	Advanced Women's Chorus III 54.0263039	Advanced Band III 53.0383039	
	Advanced Women's Chorus IV 54.0264049	Advanced Band VI 53.0384049	Advanced Orch I 53.0581019
			Advanced Orch II 53.0582029
	Intermediate Chorus 54.0221019	Beginning Music Theory 53.0210019	Advanced Orch III 53.0583039
		AP Music Theory 53.0230039	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

Must be approved by current school year Social Studies teacher

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.

Visual Arts/Comprehensive IV

Year- long, 1 credit

Grades 11-12

Prerequisite: Visual Arts/Comprehensive III

COURSE DESCRIPTION: Enhances level-three skills in art history, art criticism, aesthetic judgment, and studio production. Provides opportunities for in-depth application of design elements and principles of design in two- and three-dimensional art media and processes. Stresses creative problem solving through art production and the study of master artists and their works and further development of personal artistic voice.

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 10-12

Prerequisite: Fundamentals of Drama I

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.**

Acting II (Theatre Arts/Acting II)

Year- long, 1 credit

Grades 11-12

Prerequisite: Fundamentals of Drama I and Acting I and drama teacher approval

COURSE DESCRIPTION: Enhances level-one skills with emphasis on classical and historical scene study. **Students will be required to perform in a class production.**

Acting III (Theatre Arts/Acting III)

Year- long, 1 credit

Grades 12

Prerequisite: Fundamentals of Drama I and Acting I and Acting II and teacher approval

COURSE DESCRIPTION: Enhances level-two skills with emphasis on advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises. **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.

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.

Technical Theater 2 (Theatre Arts/Tech Theater 2)

Year- long, 1 credit

Grades 11-12

Teacher approval

COURSE DESCRIPTION: Enhances level-one skills and introduces aspects of student design, creation of lighting, sound, properties, costumes, and make-up design while offering opportunities to apply skills in these areas.

Technical Theater 3 (Theatre Arts/Tech Theater 3)

Year- long, 1 credit

Grades 12

Teacher approval

COURSE DESCRIPTION: Enhances level-two skills in drafting and set design, and includes in-depth exploration of light operation, sound operation, stage management, costume construction, set development, make-up, and production staff.

INSTRUMENTAL MUSIC

Advanced Band I, II, III, IV

Year- long, 1 credit

Grades 9-12

Prerequisite: audition required, director approval

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. Students may not sign up for Advanced Band. All Advanced Band members will be chosen by the director. **May require some rehearsal time after school.**

Beginning Band 2

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: Beginning band is offered to any student not currently enrolled in a band ensemble class. No previous music experience is necessary. This class will teach instrumental band music from a beginning level where it is assumed students have very little knowledge of playing or performing. Instruments that are offered are Flute, Clarinet, Alto Saxophone, Trumpet, Trombone, Baritone and Tuba. This class will not offer piano, guitar, violin, viola, cello, bass or any percussion instruments. For this class, instruments will not be provided by the school, and must be rented or purchased as required by normal band classes. Students who adequately progress will be able to take a playing test in the second semester and advance to intermediate band during the next school year. Students may repeat the beginning band multiple times, and progress through different sections I-IV as a normal band class would operate. After one year, students may also join the marching band if continuing in the band program. Students currently enrolled in intermediate or advanced band may take this class upon director approval. This class can fulfil the fine arts elective requirement for Columbus High School. **Please know that this class will require at least 2 after school performances for a grade.**

Intermediate Band I, II, III, IV

Year- long, 1 credit

Grades 9-12

Prerequisite: audition required, recommendation from the Band Director

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.**

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.

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.

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). **Any student signing up for AP Music Theory MUST have the approval of their current ensemble director OR have the approval of the director currently teaching the non-AP music theory class upon completion of that class.**

Music Theory

Year-long, 1 credit

Grades 9-12

COURSE DESCRIPTION: Music Theory is a class designed for students interested in learning more about the process of how music is created. This class is open to any student, previous music experience is not necessary. Topics covered include reading music in all clefs (treble, bass, alto, tenor), instrumental basics including specific details on band and orchestra instruments as well as choral voicing, major and minor scales, key signature recognition, basic 4 part harmony and part writing, rhythmic, harmonic and melodic dictation, and basic ear training. Music theory will give each student a basic understanding of many functional musical concepts along with an introduction to music history, and will present them a pathway to better understanding and success in AP music theory. There is no prerequisite or approval necessary to sign up for this class. This can fulfil the fine arts elective requirement for Columbus High School.

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

Physical Conditioning

Year- long, 1 credit

Grades 9-12

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)**

NEW

Computer Science Pathway

Beginning school year 2024-2025, Columbus High will offer a sequence of three courses that lead to the completion of the Computer Science pathway. Completing this pathway will allow students to earn certifications in the computer science field that will help them with employability in this growing field.

The Computer Science Pathway provides a foundation for college study and professional careers related to the design, development, support and management of computer hardware, software, multimedia, and systems integration services. The CS Pathway courses focus on the study of computers and computing as well as their theoretical and practical applications. It applies the principles of mathematics, engineering, and logic to a plethora of functions, including algorithm formulation, software and hardware development and artificial intelligence.

The three courses required for this pathway are:

11.4460029 Introduction to Software Technology

11.0190049 AP Computer Science Principles

11.0160039 AP Computer Science A

Introduction to Software Technology

Year- long, 1 credit

Grades 9-12

COURSE DESCRIPTION: Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways.

This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world.

Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks.

Students will not only understand the concepts but apply their knowledge to situations and defend their actions, decisions, and/or choices through the knowledge and skills acquired in this course.

Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to the digital world.

AP Computer Science Principles

Year- long, 1 credit

Grades 10-12

Offered 2023-2024, 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 2024-2025, alternate year

Prerequisites: 85 or better final score in all math courses taken, AP CS Teacher Approval, AP Computer Science Principles with a final score of 85 or better

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).

End of Pathway Assessment

In addition the AP exams that are administered in the AP Computer Science Principles and AP Computer Science A courses, students who complete all three courses are considered pathway completers and are eligible to sit for the End of Pathway Assessment – **Java SE8 Certified Associate** exam developed by Oracle. This certification helps you build a foundational understanding of Java, and gaining this certification credential is the first of two steps in demonstrating you have the high-level skills needed to become a professional Java developer. This \$245 exam is provided at no cost to pathway completers.

Some universities offer college credits for successfully passing the Java SE8 Certified Associate exam. Others may not offer credit but favorably consider earning this credential in admissions decisions because it demonstrates advanced preparation for information technology programs of study. Speak to the admissions office at your desired colleges regarding their policies about this exam.

Future Outlook

Overall employment in computer and information technology occupations is projected to grow much faster than the average for all occupations from 2022 to 2032. About 377,500 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently.

The median annual wage for this group was \$100,530 in May 2022, which was higher than the median annual wage for all occupations of \$46,310.

Occupation	Job Summary	Entry-Level Education	2022 Median Pay
Computer and Information Research Scientists	Computer and information research scientists design innovative uses for new and existing computing technology.	Master's degree	\$136,620
Computer Network Architects	Computer network architects design and implement data communication networks, including local area networks (LANs), wide area networks (WANs), and intranets.	Bachelor's degree	\$126,900
Computer Programmers	Computer programmers write, modify, and test code and scripts that allow computer software and applications to function properly.	Bachelor's degree	\$97,800
Computer Support Specialists	Computer support specialists maintain computer networks and provide technical help to computer users.	Certifications; Associate's degree	\$59,660
Computer Systems Analysts	Computer systems analysts study an organization's current computer systems and design ways to improve efficiency.	Bachelor's degree	\$102,240
Database Administrators and Architects	Database administrators and architects create or organize systems to store and secure data.	Bachelor's degree	\$112,120
Information Security Analysts	Information security analysts plan and carry out security measures to protect an organization's computer networks and systems.	Bachelor's degree	\$112,000

Network and Computer Systems Administrators	Network and computer systems administrators install, configure, and maintain organizations' computer networks and systems.	Bachelor's degree	\$90,520
Software Developers, Quality Assurance Analysts, and Testers	Software developers design computer applications or programs. Software quality assurance analysts and testers identify problems with applications or programs and report defects.	Bachelor's degree	\$124,200
Web Developers and Digital Designers	Web developers create and maintain websites. Digital designers develop, create, and test website or interface layout, functions, and navigation for usability.	Bachelor's degree	\$80,730

SOURCE: U.S. Bureau of Labor Statistics

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.
www.columbushighga.org*
- 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.*
- 4. Students will not be removed from an AP course after the school year begins. Students should research AP courses that they are interested in PRIOR to requesting the AP course to be listed on their schedule. AP courses require additional time and effort.*

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.

During the registration period, our school counselors check each student’s four-year plan to ensure each student is registering for the appropriate courses to graduate.

January

2024

AP, PHYSICS & JROTC INFORMATIONAL SESSIONS

All sessions held in the CHS Auditorium during homeroom

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 No school	2 No school	3 Teacher Planning Day	4 AP Leng – Mills/Williamson 9 th grade students only	5 AP Lit – Ginn/Williams 11 th grade students only	6
7	8 AP Macroeconomics- Broda/Day 11 th grade students only	9 AP U.S. History – Lovin & Elder 10 th grade students only	10 AP Capstone Seminar – DiQuattro 10 th grade students only	11 AP Gov't – Day 10 th & 11 th grade students	12 AP Human Geography – Medders 9 th , 10 th & 11 th grade students	13
14	15 No School	16 AP Statistics – Hill 10 th & 11 th grade students	17 AP Calculus AB & BC – Atkins 10 th & 11 th grade students	18 AP Pre-calculus – Meredith 10 th & 11 th grade students	19 AP Computer Science A – Bentley & Hayes 9 th , 10 th & 11 th grade Students	20
21	22 NEW Computer Science Pathway Information – Hayes & Bentley 9 th , 10 th & 11 th grade students	23 AP Biology – Catchings 9 th , 10 th & 11 th grade students	24 AP Chemistry – Lasseter 10 th & 11 th grade students	25 AP Physics, AP Physics C: Mech & Elect. – Hayes/Solomons 10 th & 11 th grade students	26 AP Environmental Science – Morgan/Mace 9 th , 10 th & 11 th grade students	27
28	29 AP Psychology – Williams/Peters 9 th , 10 th & 11 th grade students Monday 2/5 Rising Sophomore Parent night - 6:00 pm	30 AP Art History – Hood 9 th , 10 th & 11 th grade students Tuesday 2/6 Rising Junior & Senior Parent night – 6:00 pm	31 AP Music Theory – Moody AP Studio Art – Purvis 9 th , 10 th & 11 th grade students	2/1 JROTC Info Session – Bolar 9 th , 10 th & 11 th grade students	2/2 Physics Session for 10 th & 11 th grade students taking a physics course in 2024-2025 AP Latin, AP French & AP Spanish - discussions in class	2/3

NOTE: Grade levels listed are current grade levels for school year 2023-24. Sessions will be January 5 thru February 2 during homeroom. These informational sessions allow students to hear details about each AP course, physics courses and JROTC prior to making course selections for 5Y 2024-25. The 2024-2025 CHS Course Selection Guide is available on the CHS website. |

NOTES PAGE for AP Informational Sessions

AP Music Theory/AP Art History/AP Studio Art

AP Language

AP Literature

AP Capstone Seminar

AP World History

AP U.S. History

AP Macroeconomics

AP Government

AP Human Geography

AP Statistics

AP Calculus AB/BC

AP Computer Science/AP Computer Science Principles

AP Biology

AP Chemistry

AP Physics/AP Physics C Mechanical/AP Physics C Electrical

AP Environmental Science

AP Psychology

AP Latin/AP French/AP Spanish

AP Pre-calculus
