Columbus High School
Course Selection Guide
2026-2027

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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 entire CHS College Preparatory Magnet program stems from a diverse selection of rigorous courses, extended off-campus classroom experiences, an investment in creating leaders 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 provides 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 inspires and equips all students to achieve unlimited potential."

COLUMBUS HIGH SCHOOL

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

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

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

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

DEFINITIONS

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

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

A. Terms/Symbols

1. **Academic elective –** courses in subject areas that are academic in nature. They are usually found under the five major core subject areas and are designated with an asterisk (*).

2. **AP –** Advanced Placement refers to a college course taught and tested in high school. Students may earn college credit based on how well they score on the AP exam and the college granting the credit.

3. **Audition –** a trial performance to determine a student's class placement.

4. **Carnegie Unit-** one unit of credit is awarded for the successful completion of a course.

5. **Core Courses** – courses chosen from English, mathematics, science, social studies, and foreign language for a high school diploma.

6. **Co-requisite** – a course that must be taken during the same term as the designated course.

7. **Elective Courses** – courses that a student may select beyond the core requirements to fulfill the requirements for graduation.

8. **HOPE Course** – the specific courses which are counted in calculating HOPE scholarship eligibility.

9. **Interview** – a formal consultation to evaluate qualifications.

10. **M** – Indicates a core course that meets magnet requirements.

11. **M*** - indicates that the course may serve as a magnet requirement and/or an academic elective course.

12. **Portfolio** – a collection of original art works, slides, or written works.

13. **Prerequisite** – a completed course that is required before proceeding to the next level.

14. **Required Courses** – specific courses that a student in a program of study must pass to graduate from high school.

15. **Semester Course** - a course that meets one semester; a student earns .5 credit at the end of the semester (Fall Term or Spring Term).

16. **Weight**- points added to the grade in certain courses only when calculating GPA.

17. **Year-long Course** - a course that meets all year, every day; a student earns one credit at the end of the year.

COLUMBUS HIGH SCHOOL

LIBERAL ARTS COLLEGE PREPARATORY MAGNET

COURSE SELECTION GUIDE

2026-2027

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, to graduate from the Columbus High Liberal Arts College Preparatory Magnet.**
Students are expected to take the AP exam associated with their chosen AP courses.

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 Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science Principles
AP Computer Science
AP Environmental Science
AP French
AP Gov't and Politics
AP Human Geography
AP Language & Composition
AP Latin
AP Literature & Composition
AP Macroeconomics
AP Music Theory
AP Physics I
AP Physics II
AP Physics C: Mechanics
AP Physics C: Electricity & Magnetism
AP Pre-Calculus
AP Psychology
AP Spanish Language
AP Span Literature
AP Statistics
AP Studio Art 2-D design
AP Studio Art 3-D design
AP Studio Art drawing
AP United States History
AP World History
AP Capstone Seminar
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 2026 is approximately $99 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, academic letters of distinction, 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.

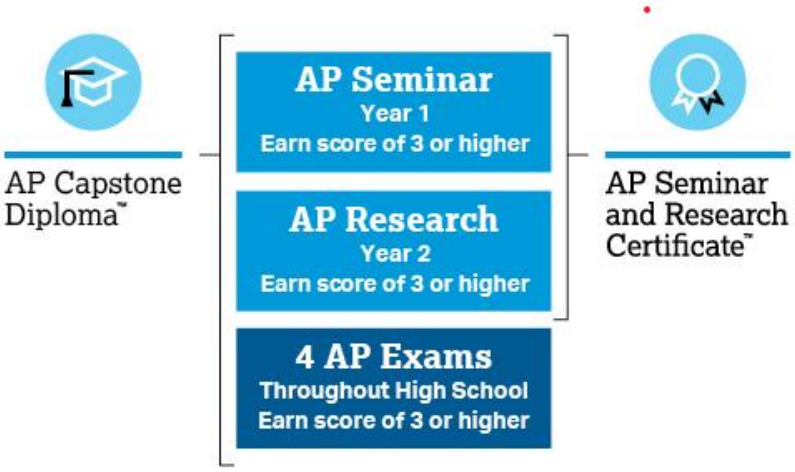
AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired 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

2026-2027 School Year

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 2026-27 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 must take the AP exam and will be responsible for exam fees. AP Capstone fees must be paid upfront. The 2026 exam fee for AP Seminar and AP Research is $99.00 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 25 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. Students are expected to take the AP World history exam and at least one other AP Exam.***

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	
Fine Arts Elective	**1 unit**
Student Choice Electives	**6 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 six (6) choice electives that must be taken over the four years. One (1) Fine Arts class must also be selected. These courses might include such subjects as art, chorus, band, orchestra, drama, JROTC, PE, CTAE courses from the Legal pathway or Computer Science Pathway or other academic electives from the core content areas.

21 Units: Required Core & Magnet Courses

4 English

- ❑ Honors Literature and Composition I – 9th
- ❑ Honors Literature and Composition II or AP Lang (GMAS is a requirement on both courses) – 10th
- ❑ Honors American Literature – 11th
- ❑ Multicultural Lit or AP Literature – 12th

4 Mathematics (Algebra, Geometry and Adv. Algebra required as well as the Algebra GMAS & 1 additional math course)

- ❑ _____ 9th
- ❑ _____ 10th
- ❑ _____ 11th
- ❑ _____ 12th

4 Science (Must include Bio, Chem & Physics and the Biology GMAS as well as an additional science course) – Accel. Science pathway - APES, AP Bio/GMAS, AP Chem & AP Physics

- ❑ _____ 9th
- ❑ _____ 10th
- ❑ _____ 11th
- ❑ _____ 12th

3.5 Social Studies

- ❑ ½ credit Honors American Government 9th
- ❑ AP World History (required) 10th
- ❑ Hon U.S. History or AP U.S. History (GMAS) 11th
- ❑ ½ credit Hon Economics and ½ credit Personal Financial Literacy or
- ❑ AP Macroeconomics 12th

3 Foreign Language (3 levels of the same language req'd)

- ❑ _____ 9th or 10th
- ❑ _____ 10th or 11th
- ❑ _____ 11th or 12th

1.5 Humanities

- ❑ ½ credit Writer's Workshop (9th)
- ❑ Humanities or AP Capstone – Senior or Capstone Project 12th

1 Physical Education/Health or 3 levels of JROTC

- ❑ ½ credit Personal Fitness
- ❑ ½ credit Health 9th OR
- ❑ JROTC 1 9th

1 Unit: Fine Arts Course
6 Units: Elective Courses

1 Fine Arts Course
Choices: Band, Chorus, Orchestra, Drama, Art, AP Music Theory, AP Art History) – taken in any grade level as an elective

- ❑ _____

6 Units: Elective Courses

These can be CTAE Pathway Courses (Law or Computer Science, JROTC level 2 and 3 (PE/H credit completion), additional JROTC courses, English electives, Science electives, Social Studies electives, math electives, additional Foreign language courses, SAT Course (Verbal and Math), PE courses and additional Fine Arts courses

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

- ❑ Algebra Summer Assignment as assigned 9th grade
- ❑ AP Government required for transfer students who have not taken American Government
- ❑ Summer Reading 9th grade
- ❑ Community Service 9th grade
- ❑ Field Trips 9th grade
- ❑ Science Fair Project 9th grade

- ❑ Summer Reading 10th grade
- ❑ Community Service 10th grade
- ❑ Field Trips 10th grade

- ❑ Summer Reading 11th grade
- ❑ Community Service 11th grade
- ❑ Field Trips 11th grade

- ❑ Summer Reading 12th grade
- ❑ Field Trips 12th grade
- ❑ Senior Project or AP Capstone Project

- ❑ AP Course taken other than AP World
- ❑ Complete and pass all state GMAS assessments

Magnet Course Requirements by Grade Level

9th Grade Courses	10th Grade Courses
Honors Literature and Composition I	AP Lang or Honors Literature and Composition II (GMAS required for both courses)
Algebra (GMAS) or Honors Geometry	Geometry or Adv. Algebra or Enhanced Adv. Algebra & AP Pre-calculus
Honors Biology (GMAS)	*Honors Chemistry
Honors American Government (.5 credit)	AP World History
Writer's Workshop (.5 credit)	Language Year 1 (or Lang Year 2 if Lang Year 1 was taken in 9th grade)
*PE (.5 credit)	Elective
*Health (.5 credit)	Elective
Elective (can be Language Year 1)	*AP Biology for students on the Accelerated Science Pathway
Elective (This will be AP Environmental Science for those students wanting the Accelerated Science Pathway)	
*3 courses of JROTC taken within 4 years exempts a student from taking PE/Health	

11th Grade Courses	12th Grade Courses
Honors American Lit	AP Lit/Comp or Multicultural Lit/Comp
Adv. Algebra or Enhanced Adv. Algebra & AP Pre-calculus or Pre-calculus or AP Pre-calculus or Calculus or AP Statistics or AP Calculus AB or AP Calculus BC	Pre-calculus or AP Pre-calculus or Calculus or AP Statistics or AP Calculus AB or AP Calculus BC or Multivariable Calculus
*Science Choice or (Hon Physics/AP Physics for accelerated Math students)	Physics or Honors Physics or AP Physics (*Science choice if Honors Physics or AP Physics was taken in 11th grade)
AP U.S. History or Honors U.S. History (GMAS)	AP Macroeconomics or Honors Economics/Personal Financial Literacy
Language Year 2 (or Lang Year 3 if Lang Year 2 was taken in 10th grade)	Language Year 3 (or Lang Year 4/AP if Lang Year 3 was taken in 11th grade) or an Elective
Elective or AP Seminar (AP Capstone Students Only)	Humanities or AP Research (AP Capstone Students Only)
Elective	Elective
*AP Chemistry for students on the Accelerated Science Pathway	***3 years of the same foreign language is required
*Students that are admitted to CHS after 9th grade and did not take Honors American Government must take AP Government	*AP Physics for students on the Accelerated Science Pathway

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)	4 Quality Points
B – Above Average (80-89)	3 Quality Points
C – Average (70-79)	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)
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)
LITERATURE/COMPOSITION 10TH (Honors)

.25 ADDITIONAL QUALITY POINT
2.5 NUMERICAL POINTS

AMERICAN GOVERNMENT 9TH (Honors)
ECONOMICS 12TH (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 Economics, Personal Financial Literacy, 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

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
23.0616069 Honors Literature & Composition I (9), year-long, 1 credit, M, H

23.0430039 AP Language (10), year-long, 1 credit, M, H
23.0617069 Honors Literature & Composition II, (10), year-long, 1 credit, GMAS course, M, H

23.0510069 Honors American Literature/Composition (11), year-long, 1 credit, M, H

23.0650049 AP English Literature/Composition (12), year-long, 1 credit, M, H
23.0670049 Multicultural Lit/Composition (12), year-long, 1 credit, M, H

23.0320059 Journalism I Yearbook, (10-12), year-long, 1 credit, H*
23.0330029 Journalism II Yearbook, (11-12), year-long, 1 credit, H*
23.0330039 Journalism III Yearbook, (11-12), 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

***There is an application process when selecting the Journalism course. Please see Ms. Fakih with questions.**

SEQUENCE OF ENGLISH COURSES

Writer's Workshop & Honors Literature & Composition I
9TH Grade

AP English Language & Composition (GMAS course)
10TH Grade

Honors Literature & Composition II (GMAS course)
10th Grade

Honors American Literature
11th Grade

Multicultural Literature
12th Grade

AP Literature/Comp
12th Grade

ELECTIVES

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 Literature and Composition II or AP Language.

DESCRIPTION OF ENGLISH COURSES

AP English Language and Composition (GMAS Course)

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. **All students will take a STATE end-of-course test at the end of this course which is 20 percent of their final grade.**

AP English Literature & Composition

Year- long, 1 credit
Grade 12
Teacher recommendation required
COURSE DESCRIPTION: Conforms to the College Board recommendations for the Advanced Placement Literature and Composition examination. Covers the study and practice of writing and the study of literature. Stresses modes of discourse, assumptions underlying rhetorical strategies, connotation, metaphor, irony, syntax and tone. Emphasizes writing critical analyses of literature and includes essays in exposition and argument, poetry, drama, prose fiction and expository literature. Students will read six to eight novels and plays. (Refer to Qualifications for Enrollment in AP Courses on page 8).

Honors Literature and Composition I

Year- long, 1 credit
Grade 9
COURSE DESCRIPTION: Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Literature & Composition I is a required (r) course for graduation starting in the 2025-26 school year.

Honors Literature and Composition II (GMAS Course)

Year- long, 1 credit
Grade 10
COURSE DESCRIPTION: Literature & Composition II is the second course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition II focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Literature & Composition II is a required (r) course for graduation starting in the 2025-26 school year. **All students will take a STATE end-of-course test at the end of this course which counts 20 percent of their final grade.**

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

Year- long, 1 credit - 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

Year- long, 1 credit - 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 DESCRITPION: World Mythology explores the myths, legends, and folklore of ancient cultures, with a focus on Greek, Roman, Norse, and other world traditions. Students will examine the origins, themes, and symbols found in myths and their lasting influence on literature, art, and popular culture. Through readings, discussions, and creative projects, students will gain a deeper understanding of how mythology reflects the values, beliefs, and imagination of human societies.

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 DESCRITPION: 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, GMAS, 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, H
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
27.0780049 Calculus (12), year-long, 1 credit, M, H

Sequence # 3:

27.0821039 Honors Geometry: Concepts & Connections (9), year-long, 1 credit, M, H
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, GMAS, 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
27.0780049 Calculus (12), year-long, 1 credit, M, H

Sequence # 2:

27.0811019 Algebra: Concepts & Connections (9), year-long, 1 credit, GMAS, 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, GMAS, 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
27.0730049 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 # 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
27.0770049 Multivariable Calculus (12), teacher rec., year-long, 1 credit, M

Sequence # 7:

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

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 honors, advanced, and AP 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.**
- **For students who would like to transition from regular to AP math courses, a final average of 93 is required in their current math course along with 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.

The Algebra course has a Georgia Milestone assessment at the end of the year which count 20 percent of the student's final grade.

DESCRIPTION OF MATHEMATICS COURSES

Algebra: Concepts & Connections (GMAS Course)

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 (Algebra, Geometry, Advanced Algebra). 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 (Algebra, Geometry, Advanced Algebra). Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will strengthen their geometric and spatial reasoning skills as they learn how to solve trigonometric equations using the unit circle. Students will further develop their functional and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, rational expressions, equations and functions to further understand applications.

AP Calculus AB

Year- long, 1 credit
Grades 11-12
Prerequisite: Precalculus (93 or higher average) or AP Precalculus (88 or higher average) and 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 Pre-calculus (with 93 or higher average) and 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 (93 or higher average), Teacher Recommendation and Algebra proficiency assessment
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 (93 or higher average) or AP Precalculus (88 or higher average) and 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).

Calculus

Year- long, 1 credit
Grades 11-12
Prerequisite: Precalculus, AP Precalculus or Enhanced Advanced Algebra and Precalculus
COURSE DESCRIPTION: Calculus is a fourth-year math option for students who have completed Pre-Calculus. The course provides students with the opportunity to develop an understanding of the derivative and its applications as well as the integral and its applications. The course includes the study and analysis of limits and continuity as applied to a variety of functions, the derivative and various derivative rules, applications of the derivative, the definite integral, the Fundamental Theorem of Calculus as it relates derivatives and integrals, techniques of integration, and applications of the integral including solving separable differential equations.

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

Year- long, 1 credit
Grade 10 or 11
Prerequisite: Geometry: Concepts and Connections (93 or higher average), Teacher Recommendation and Algebra proficiency assessment
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 (Algebra, Geometry, Advanced Algebra). 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.

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 (93 or higher average) 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.

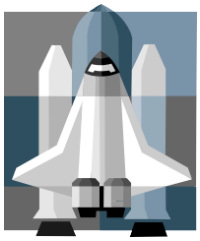
SCIENCE COURSES

***26.0140039 AP Biology (10-12), teacher rec., Year- long, 1 credit, GMAS, 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 (9-12), 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, GMAS, 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 (9-12), Year- long, 1 credit, M, H
40.0570052 Organic Chemistry (12), Year- long, 1 credit, M, H
40.0810019 Physics (12), Year-long, 1 credit, M, H
26.0710029 Zoology (9-12), Year- long, 1 credit, M, H (alternate year)
****11.0190049 AP Computer Science Principles (10-12), Year-long, 1 credit, M, H**
****11.0160039 AP Computer Science (11-12), Year- long, 1 credit, M, H**

****AP Computer Science may count as your fourth science requirement.**

***Students taking AP Biology in the 10th grade AFTER taking AP Environmental Science as a 9th grader must take the Biology GMAS.**

***See page 67 for AP Computer Science Pathway Information (CTAE pathway)**



SEQUENCE OF SCIENCE COURSES

Honors Biology 9th → **Honors Chemistry 10th** → **11th grade**

AP Biology
AP Chemistry
AP Computer Science Principles
AP Computer Science (After AP CS Principles)
AP Environmental Science
Astronomy (2027-2028)
Forensic Science
Genetics
Organic Chemistry (after AP Chem)
Human Anatomy/Physiology
Zoology (2026-2027)

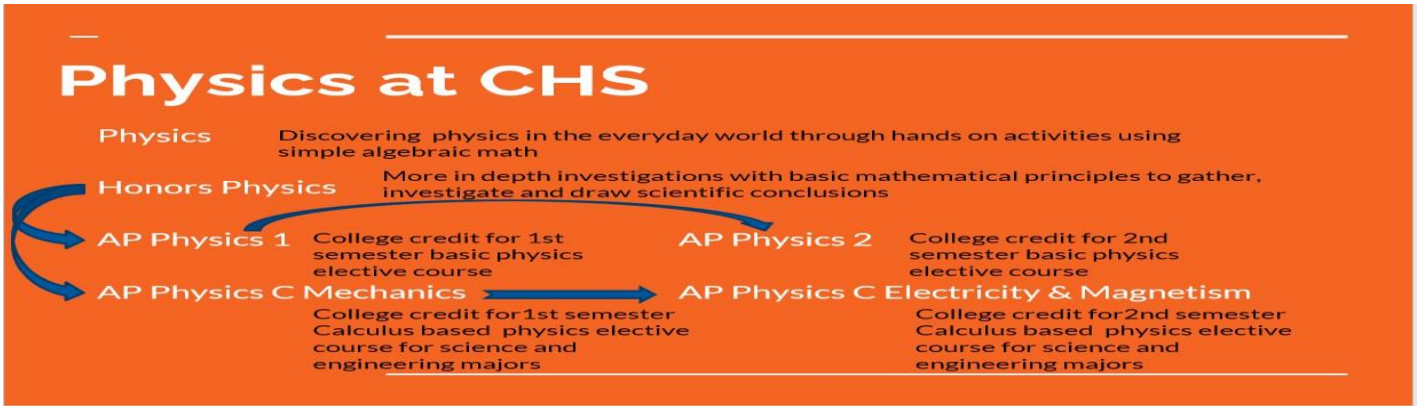
→ **12th grade**
Physics, Honors Physics I or AP Physics

Honors Biology 9th → **Honors Chemistry 10th** → **Physics, Honors Physics I or AP Physics 11th** →

12th grade

AP Biology
AP Chemistry
AP Computer Science Principles
AP Computer Science (after AP CS Principles)
AP Environmental Science
AP Physics I
AP Physics II
AP Physics C: Mechanical
AP Physics C: Electrical
Astronomy (2027-2028)
Forensic Science
Genetics
Organic Chemistry (after AP Chem)
Human Anatomy/Physiology
Zoology (2026-2027)

Note: Please review grade requirements, math level and teacher recommendations for Physics



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

ACCELERATED SCIENCE PATHWAY

AP ENVIRONMENTAL SCIENCE 9th grade → AP BIOLOGY 10th grade → AP CHEMISTRY 11th grade → AP PHYSICS 12th grade

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). **Students entering AP Biology from the Accelerated Science Pathway must have earned an 85 or higher in the freshman AP Environmental Science course to take AP Biology as a sophomore and must take a STATE end-of-course test at the end of this course which counts 20 percent of their final grade.**

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 thermody- namics. Conforms to the College Board topics for the Advanced Placement Chemistry examination. (Refer to Qualifications for Enrollment in AP Courses on page 8). **Students entering AP Chemistry from the AP Science Sequence must have earned an 85 or higher in the sophomore AP Biology course to take AP Chemistry as a junior.**

AP Environmental Science

Year- long, 1 credit

Grades 10-12

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

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 or AP Pre-Calculus grade 90 or higher and teacher recommendation

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

AP Physics 2

Year- long, 1 credit

Grades 11-12

Prerequisite: Algebra 2 or AP Pre-Calculus grade 90 or higher and teacher recommendation

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, Teacher Approval Required

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, Teacher Approval Required

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 9-12

Offered 2027-2028, 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

(GMAS Course)

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. **As part of a CHS magnet requirement, all Honors Biology students must design and complete a quality science fair project. Students will complete most of the project outside of the classroom as an extension of the class. All students will take a STATE end-of-course test at the end of this course which counts 20 percent of their final grade.**

Honors Chemistry

Year- long, 1 credit

Grades 10

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

Honors Physics I

Year- long, 1 credit

Grades 11-12

Prerequisite: Algebra 2 or Pre-Calculus with a grade of 82 or higher

COURSE DESCRIPTION: Uses science process skills, covers basic mechanics (linear motion, Newton's laws, static forces, 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 9-12

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 refer- ence 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 12 (Seniors only)

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 9-12

Offered 2026-2027, alternate year

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

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

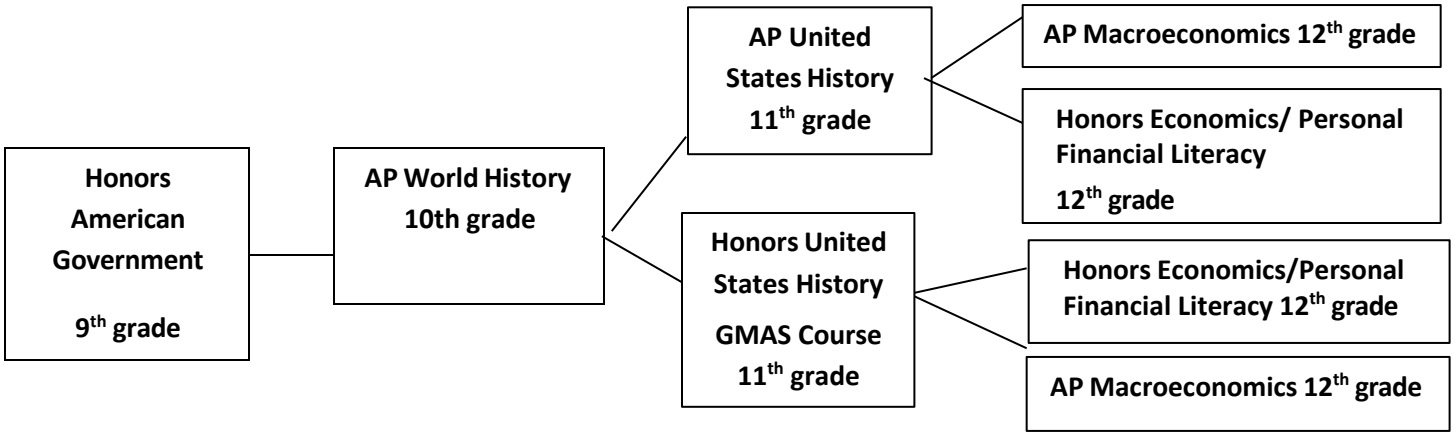
Prerequisites: 85 or better final score in all math courses taken, AP CS Teacher Approval, AP Computer Science Principles with a final score of 85 or better

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).

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, GMAS, M, H
45.0610079 Honors Economics (12), Semester, .5 credit, M, H
45.0140029 Humanities (12), Year-long, 1 credit, M,
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
45.0670049 Personal Financial Literacy (12), Semester, .5 credit, M, H

SEQUENCE OF SOCIAL STUDIES COURSES



ELECTIVES

AP Human Geography
AP Psychology
AP US Gov't & Politics
Comparative Religions
Ethnic Studies (2027-2028)

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 2027-2028, 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
(GMAS Course)

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.
All students will take a STATE end-of-course test at the end of this course which counts 20 percent of their final grade.

Honors Economics

Semester, .5 credit
Grade 12
COURSE DESCRIPTION: In addition to the fundamentals of economic decision-making, microeconomics, macroeconomics, and international economics, students will learn personal finance skills they can apply to their own futures – including managing and balancing budgets; understanding and building credit; protecting against identity theft and consumer protections; and understanding tax forms, student loan applications, and pay stubs. Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. This course provides students with a foundation in the field of economics, with a specific focus on how students can apply that knowledge to their own personal finances.

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.

Personal Financial Literacy

Semester, .5 credit
Grade 12
COURSE DESCRIPTION: Financial literacy describes the skills needed for understanding the interactions of people with money and related matters. The course is designed to help students develop that understanding by describing, analyzing, and evaluating many financial topics that most students will directly experience. The standards in the course are consistent with nationally recognized concepts that are important to healthy financial literacy.

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.

Heritage and native speakers are encouraged to take a different language than the one they are fluent in and/or they can take a placement test to move up levels with the understanding that every CHS student must complete three levels of the SAME foreign language.

Spanish Course Sequencing Paths

	6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th 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 typical 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 under-standing 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 in formation 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 com-munication 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 II
Seniors can be placed/recommended to take AP Spanish after completion of Spanish III by teacher recommendation and placement test.

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. **Spanish IV is a prerequisite for AP Spanish and must be completed with a passing grade before taking AP Spanish unless a senior taking the placement test or heritage/native speaker**.

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/Orchestra	Chorus	Band/Music Theory	Theater/Drama
AP Art History 50.0921049	Advanced Men's Chorus I 54.0291019	Intermediate Band I 53.0371019	Theater Arts/Fundamentals I (Drama I) 52.0210019
AP Studio Art – Drawing 50.0811049	Advanced Men's Chorus II 54.0292029	Intermediate Band II 53.0382029	Theater Arts/Advanced Drama I 52.0510019
AP Studio Art 2-D Design 50.0813049	Advanced Men's Chorus III 54.0293039	Intermediate Band III 53.0373039	Theater Arts/Advanced Drama II 52.0520029
AP Studio Art 3-D Design 50.0814059	Advanced Men's Chorus IV 54.0294049	Intermediate Band IV 53.0374049	Theater Arts/Advanced Drama III 52.0523039
Visual Arts level I 50.0211019			Theater Arts/Advanced Drama IV 52.0524049 (level 4)
Visual Arts level 2 50.0212019	Advanced Chorus I – Mixed 54.0231019	Advanced Band I 53.0381019	
Visual Arts level 3 50.0213029	Advanced Chorus II – Mixed 54.0232029	Advanced Band II 53.0382029	
	Advanced Chorus III – Mixed 54.0233039	Advanced Band III 53.0383039	Tech Theater Level I 52.0410019
Intermediate Orch I 53.0571019	Advanced Chorus IV – Mixed 54.0234049	Advanced Band VI 53.0384049	Tech Theater Level II 52.0420029
Intermediate Orch II 53.0572029			Tech Theater Level III 52.0430039
Intermediate Orch III 53.0573039	Advanced Women's Chorus I 54.0261019		Tech Theater Level IV 52.0440049
Intermediate Orch IV 53.0574049	Advanced Women's Chorus II 54.0262029	AP Music Theory 53.0230039	
Advanced Orch I 53.0581019	Advanced Women's Chorus III 54.0263039		
Advanced Orch II 53.0582029	Advanced Women's Chorus IV 54.0264049		
Advanced Orch III 53.0583039			
Advanced Orch IV 53.0584049	Intermediate Chorus 54.0221019		

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 ranch 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
COURSE DESCRIPTION: Introduces students to visual design. There is emphasis placed on compositional elements and principles such as line, shape, form, value, texture, and space. Students will learn basic drawing and painting skills such as pencil, charcoal, and pastel. Students will also learn acrylic painting, as well as watercolor techniques. Students are also exposed to art criticism, art history, exhibition of works, and compiling a portfolio. Overall, 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: 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 AP Studio Art to determine if the student has the quantity and quality of work that is necessary for a successful portfolio.

CHORAL MUSIC

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

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

Year- long, 1 credit
Grades 9-12
Audition required
COURSE DESCRIPTION: Provides opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and group experiences.

Advanced Mixed Chorus I, II, III, IV

Year- long, 1 credit
Grades 9-12
Audition required
COURSE DESCRIPTION: Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

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

Year- long, 1 credit
Grades 9-12
Audition required
COURSE DESCRIPTION: Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

Intermediate Women's Chorus

Year- long, 1 credit
Grades 9-12
Audition required
COURSE DESCRIPTION: Provides opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

DRAMA

Theatre Arts/Fundamentals I (Drama I)

Year- long, 1 credit
Grades 9-12
Prerequisite: Required for all other theatre courses
COURSE DESCRIPTION: This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods. Students will work collaboratively and independently to explore devised, acting-based, and technical and design elements of theatre through projects and performances.

Theatre Arts/Advanced Drama I, II, III and IV

Year- long, 1 credit
Grades 10-12
Prerequisite: Theater Arts/Fundamentals I (Drama I) AND/OR teacher approval of previous experience
COURSE DESCRIPTION: Studies the artistic, technical, management, and performance elements of a live theatre production. As a part of the planning, rehearsal, and performance, students assume positions of responsibility and demonstrate basic knowledge and skills in acting, directing, artistic criticism, script analysis, staging, character creation, vocal techniques, technical theatre roles, and physical movement. Students recognize the responsibilities of the producer, director, actors, designers, technicians, and managers through collaboration in the creation of a theatre performance. All students will either perform, direct, work a technical role, or a combination of those options. **Students will be required to perform/work a production role in a class production.**

Technical Theater (Theatre Arts/Tech Theater I)

Year- long, 1 credit
Grades 9-12
Prerequisite: Theater Arts/Fundamentals I (Drama I) AND/OR teacher approval of previous experience
COURSE DESCRIPTION: This introductory course explores the definition, design, and use of technical elements associated with theatre sets, props, costumes, makeup, lights, and sound, and will explore both the design and physical implementation/construction of work in all of these areas. This course is ideal for students looking to work directly on school theatre productions in technical roles.

Technical Theater II, III, IV (Theatre Arts/Tech Theater 2, 3 and 4)

Year- long, 1 credit
Grades 10-12
Prerequisite: Theater Arts/Fundamentals I (Drama I) AND/OR teacher approval of previous experience
COURSE DESCRIPTION: This course is responsible for the creation and implementation of technical elements for all CHS performances. Enhances previous skills and introduces aspects of drafting, stage management, student design, creation of set, lighting, sound, properties, costumes, and make-up design while offering opportunities to apply skills in these areas. **In order to be a CREW HEAD for after- school productions, you MUST be enrolled in this course**. **Requires after-school participation as a crew member in at least ONE production.**

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.**

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.**

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
36.0530019 Aerobic Dance (9-12)
36.0570029 Intermediate Aerobic Dance (10-12)
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

Aerobic Dance

Year- long, 1 credit
Grades 9-12
COURSE DESCRIPTION: Provides opportunities to perform choreographic routines to music and to increase strength, cardiovascular and muscular endurance and flexibility. Includes fitness concepts for developing healthy lifetime habits. **(first level course)**

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.

Intermediate Aerobic Dance

Year- long, 1 credit
Grades 10-12
Pre-requisite: Aerobic Dance
COURSE DESCRIPTION: Offers continuation of activities covered in Beginning Aerobics course. Includes continuation of cardiovascular and muscular strength training through a regular exercise program of aerobic progression. Emphasizes individual development of fitness, diet and stress management. **(second level course)**

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)**

CTAE Pathways at Columbus High School

NEW to CHS for the 2026-2027 SY

Legal Services / Applications of the Law Pathway

Beginning school year 2026-2027, CHS will offer the Legal Services/Applications of the Law Pathway for those students interested in careers in the legal profession. We have our very own mock courtroom where students can learn, gain experience and practice skills obtained from their coursework to prepare for future post secondary college and career options. Students will also have the opportunity to take an end-of-pathway assessment leading to a certification as a Legal Office Assistant. This CTAE pathway consists of the following three courses:

43.45000 – Introduction to Law, Public Safety, Corrections, & Security
43.45400 – Essentials of Legal Services
43.45500 – Applications of Law

Introduction to Law, Public Safety, Corrections, and Security (LPSCS)

Year- long, 1 credit

Grades 9-10

COURSE DESCRIPTION: Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

Essentials of Legal Services

Year- long, 1 credit

Grades 10-11

COURSE DESCRIPTION: Essentials of Legal Services is the second course for the Legal Services pathway. This course provides an overview of the judicial process and role in our constitutional system of government. The major focus of the course is on constitutional rights of citizens and the corresponding duties of governmental officials. Students will learn about the role of the United States Supreme Court as the final arbiter of constitutional rights and responsibilities, as well as learning about the legal process in both criminal and civil cases. Students will learn about the various participants and the legal and ethical roles in criminal and civil cases. Students will not only understand these legal concepts, but will be able to apply their knowledge to various scenarios and defend their choices, decisions, and actions. Employability skills will be integrated into the tasks, activities, and projects to demonstrate skills required in legal services careers. The pre-requisites for this course are Introduction to Law, Public Safety, and Corrections and Security.

Applications of Law

Year- long, 1 credit

Grades 11-12

COURSE DESCRIPTION: Applications of Law is the third course for the Legal Services/Applications of Law pathway. This course focuses on substantive law, both criminal and civil law, as well as the application of the law to factual scenarios. Students will learn the basic concepts of criminal law in order to analyze factual scenarios and apply criminal law to justify an appropriate criminal charge and the presence of possible defenses. Students will also learn basic civil law, including, torts, contracts, real property, family law, and immigration law. Students will not only understand the foundations of civil law, but will learn to use the IRAC (Issue, Rule, Analysis, and Conclusion) method of legal analysis and making cogent and persuasive legal arguments. Students will develop critical-thinking skills necessary to apply the law to various factual situations and to defend choices, decisions, and actions. Employability skills will be integrated into the tasks, activities, and projects to demonstrate skills required in legal services careers. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security, and Legal Essentials.

Professionals in this group interpret the law and support law-related activities.

Overall employment in legal occupations is projected to grow about as fast as the average for all occupations from 2024 to 2034. About 83,800 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 $99,990 in May 2024, which was higher than the median annual wage for all occupations of $49,500.

	OCCUPATION	JOB SUMMARY	ENTRY-LEVEL EDUCATION	2024 MEDIAN PAY
	Arbitrators, Mediators, and Conciliators	Arbitrators, mediators, and conciliators facilitate negotiation through dialogue to help resolve conflicts outside of the court system.	Bachelor's degree	$67,710
	Court Reporters and Simultaneous Captioners	Court reporters create word-for-word transcriptions at trials, depositions, and other legal proceedings. Simultaneous captioners provide similar transcriptions for television or for presentations in other settings, such as press conferences and business meetings, for people who are deaf or hard of hearing.	Postsecondary nondegree award	$67,310
	Judges and Hearing Officers	Judges and hearing officers oversee legal matters in court or administrative proceedings.	Doctoral or professional degree	$135,160
	Lawyers	Lawyers advise and represent clients on legal proceedings or transactions.	Doctoral or professional degree	$151,160
	Paralegals and Legal Assistants	Paralegals and legal assistants support lawyers by performing a variety of tasks, such as maintaining and organizing files, conducting legal research, and drafting documents.	Associate's degree	$61,010

SOURCE: U.S. Bureau of Labor Statistics

Additionally, Columbus High School offers the following extracurricular activities that enhance the overall experience, practice and opportunities leading to college and career readiness in our students chosen profession:

Model United Nations
Mock Trial
Speech and Debate
Journalism
CHS Blue Streak Newspaper
Investment club
Young Republicans
Young democrats
FBLA (Future Business Leaders of America)
Class Officers
Student Government
National History Day

Computer Science Pathway

In school year 2024-2025, Columbus High began offering 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

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

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 2024 to 2034. About 317,700 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 $105,990 in May 2024, which was higher than the median annual wage for all occupations of $49,500.

	OCCUPATION	JOB SUMMARY	ENTRY-LEVEL EDUCATION	2024 MEDIAN PAY
	Computer and Information Research Scientists	Computer and information research scientists design innovative uses for new and existing computing technology.	Master's degree	$140,910
	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	$130,390
	Computer Programmers	Computer programmers write, modify, and test code and scripts that allow computer software and applications to function properly.	Bachelor's degree	$98,670
	Computer Support Specialists	Computer support specialists maintain computer networks and provide technical help to computer users.	See How to Become One	$61,550
	Computer Systems Analysts	Computer systems analysts study an organization's current computer systems and design ways to improve efficiency.	Bachelor's degree	$103,790
	Database Administrators and Architects	Database administrators and architects create or organize systems to store and secure data.	Bachelor's degree	$123,100
	Information Security Analysts	Information security analysts plan and carry out security measures to protect an organization's computer networks and systems.	Bachelor's degree	$124,910
	Network and Computer Systems Administrators	Network and computer systems administrators install, configure, and maintain organizations' computer networks and systems.	Bachelor's degree	$96,800
	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	$131,450
	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	$95,380

SOURCE: U.S. Bureau of Labor Statistics

Additionally, Columbus High School offers the following extracurricular activities that enhance the overall experience, practice and opportunities leading to college and career readiness in the our students chosen profession:

GEMS (Girls in Engineering and Math)
First Robotics
World Robotics
Math Team
Science Olympiad
Engineering Club
E-Sports
JROTC

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.

November 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 Mrs. Moody will post an AP Music Theory Video on CANVAS for students to view.	17 AP Capstone Program DiQuattro & Williamson 10th grade students only	18 AP Studio Art - Wharton AP Art History – Hershman 9th, 10th & 11th grade students	19 AP Computer Science Principles, AP CS A and the Computer Science Pathway - Bentley 9th, 10th & 11th grade students	20 AP Literature J. Williams & Ginn 11th grade students only	21 AP Language Jenkins & Williamson 9th grade students only	22
23	24 No School	25 No School	26 No School	27 No School	28 No School	29
30						

December 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 AP U.S. History Lovin & Brown 10th grade students only	2 AP Psychology Mace 9th, 10th & 11th grade students	3 AP Human Geography & AP U.S. Government Medders 9th, 10th & 11th grade students	4 AP Macroeconomics Broda 11th grade students only	5 AP Env. Science Casper & Halford 9th, 10th & 11th grade students	6
7	8 AP Biology Catchings 9th, 10th & 11th grade students	9 AP Chemistry Lasseter 10th & 11th grade students only	10 AP Physics 1 & 2 Solomons & Hayes 10th & 11th grade students only	11 AP Physics C: Mech & Electrical – Hayes 10th & 11th grade students	12 Legal Services Pathway Grier 9th, 10th & 11th grade students	13
14	15 AP Statistics MA Hill 10th & 11th grade students only	16 AP Pre-Calculus Meredith 10th & 11th grade students only	17 Enhanced AA/AP Pre-Calculus Swinehart 9th grade students only	18 AP Calculus AB & BC Atkins 10th & 11th grade students only	19 AP Latin, AP Spanish and AP French – discussed in class	20
21	22 No school	23 No School	24 No School	25 No School	26 No School	27
28	29 No School	30 No School	31 No School			

January 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
We will have an alternate schedule on 1/12 for Registration.				1 No school	2 No School	3
4	5 Teacher Planning Day BB & CANVAS message for AP Capstone and journalism applications with all info and dates	6 Students return JROTC – Bolar 9th, 10th and 11th grade students	7 9th grade registration assembly with Grier during all c-times Report cards & transcript posting	8 10th grade registration assembly with Grier during all c-times	9 11th grade registration assembly with Grier during all c-times Winter Sports PEP Rally – 7th period - alternate schedule	10
11 Registration Week begins Student Reg. in classes	12 Rising Sophomore Parent Night 6 pm School Counselors Alternate Schedule – HR Teacher as Advisor/grad requirement verification, registration forms distributed to students in homeroom	13 Rising Junior and Senior Parent Night 6pm – School Counselors Student Reg. in classes	14 Student Reg. in classes	15 Student Reg. in classes	16 Registration week ends Reg. Forms submitted to the 4th period teacher today	17
18	19 No school	20 All registration forms are submitted, in alphabetical order, to Ms. Lee in the SC Office All make-up work due	21 Course Entry begins Honor Roll Calculated All A Banner ordered NHS – Laxton	22 Course Entry	23 Course Entry	24
25	26 Course Entry	27 Course Entry	28 Course Entry Ends	29	30	31

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

Examples of career Fields and the CHS high school courses that prepare you:

Biomedical	Engineering	Law	Medicine
Honors Biology	Algebra	English	Honors Biology
Honors Chemistry	Geometry	Speech	Honors Chemistry
Honors Physics (all levels)	Adv. Algebra	Debate	Honors Physics
Human Anatomy/Physiology	Pre-calculus	History	Human Anatomy/Physiology
Calculus	Calculus	Government	Calculus
AP Statistics	AP Statistics	AP Psychology	AP Statistics
Speech	AP Pre-calculus	AP Research	Speech
Foreign Language and Latin	AP Calculus AB	AP Seminar	Foreign Language and Latin
AP Psychology	AP Calculus BC	Senior Project	AP Psychology
Organic Chemistry	AP Human Geo	Astronomy	Organic Chemistry
English	Multivariable Calculus	Humanities	English
Zoology	AP Studio Art – drawing and portfolio	Theater Arts	Zoology
AP Research	Intro to Software Tech	Foreign Language	AP Research
AP Seminar	AP Computer Science Principles	AP Human Geography	AP Seminar
Senior Project Humanities	AP Computer Science A	Ethnic Studies Comparative Religions	Senior Project Humanities
All AP Courses	All math and science AP level courses	Intro to Law, Essentials of Legal Services, Application of Law	Ethnic Studies
Comparative Religions		All AP courses	Comparative Religions
Ethnic Studies			All AP Courses

Biomedical	Engineering	Law	Medicine
Extra-Curricular Activities	Extra-Curricular Activities	Extra-Curricular Activities	Extra-Curricular Activities
Science Fair Project	Science Fair Project	Mock Trial	Science Fair Project
HOSA	Robotics	Model UN	HOSA
Science Club	Science Club	Speech & Debate	Science Club
Science Olympiad	Science Olympiad	Military Club	Science Olympiad
National Science Honor Society	National Science Honor Society	National English Honor Society	National Science Honor Society
Robotics	Mu Alpha Theta	National Beta Club	Robotics
GEMS	Career Visits and fieldtrips	National Social Studies Honor Society	GEMS
Career Visits and Fieldtrips	Community Service	UNICEF	Career Visits and fieldtrips
Community Service		Envirothon	Community Service
National Spanish Honor Society		Career Visits and fieldtrips	National Spanish Honor Society
National French Honor Society		Community Service	National French Honor Society
National Latin Honor Society			National Latin Honor Society

C H S C O U R S E S

English	Math	Science	Soc. Studies
Writer's Workshop 9th 23.0310040	Algebra I 27.0811019	Honors Biology 9th 26.0120069	Honors American Gov't 9th 45.0570079
Honors Literature & Composition I (9th) 23.0616069	Geometry 10th 27.0821029	Honors Chemistry 10th 40.0510059	AP World History 10th 45.0811049
AP Lang 10th 23.0430039	Honors Geometry 9th 27.0821039	Forensic Science 40.0930039	Honors United States History 45.0810059
Honors Literature & Composition II (10th) 23.0617069	Advanced Algebra 27.0831039	Human Anatomy 26.0730039	AP United States History 45.0820029
Honors American Lit 11th 23.0510069	Enhanced Adv Algebra & AP Pre-calculus 27.0931049	Organic Chemistry 40.0570052	Honors Economics 12th 45.0610059
AP English Lit 12th 23.0650049	Pre-Calculus 27.0841049	Physics 70.0810019 **(Seniors Only)**	AP Macroeconomics 12th 45.0620019
Multi-Cultural Lit 12th 23.0670049	AP Calculus AB 27.0720039	Honors Physics I 40.0810089	AP Human Geography 45.0770039
Journalism I/Yearbook 23.0320059	AP Calculus BC 27.0730049	AP Physics I 40.0831049	AP Psychology 45.0160043
Journalism II/Yearbook 23.0330029	AP Pre-calculus 27.0741049	AP Physics 2 40.0832049	AP U.S. Gov't & Politics 45.0520049
Journalism/Newspaper 23.0320019	SAT Math Prep 35.0660059	AP Physics C: Mechanics 40.0841049	Humanities 12th 45.0140029
SAT Verbal Prep 35.0660019	AP Statistics 27.0740039	AP Physics C: Elect & Magnet 40.0842049	AP Capstone Seminar 45.0183049
Mythology 23.0210029	Calculus 27.0780049	AP Environmental Sci 26.0620039	Comparative Religions 45.0110039
Speech (oral & written comm.) 23.0420019	Multi-Variable Calculus 27.0770049	AP Biology 26.0140039	Ethnic Studies 45.0320039 (2027-2028)
AP Capstone Research 23.0370049		AP Chemistry 40.0530049	Personal Financial Literacy 45.0670049 12th
Speech/Forensics I (Debate) 23.0460019		Genetics 26.0150039	
Speech/Forensics II (Debate 2) 23.0480039	**Computer Science Pathway (CTAE)**	AP Computer Science Principles 11.0190049	
Shakespeare 23.0230039		AP Computer Science 11.0160039	
	Intro to Software Technology 11.4460029	Astronomy 40.0210029 (2027-2028)	
	AP Computer Science Principles 11.0190049	Zoology 26.0710029 (2026-2027)	
	AP Computer Science 11.0160039		
For. Lang.	**Legal Services Pathway – NEW- (CTAE)**	**Chorus**	**Band/Orch.**
French I 60.0110019	Intro to Law 43.45000 **NEW**	Advanced Men's Chorus I 54.0291019	AP Music Theory 53.0230039
French II 60.0120029	Essentials of Legal Services 43.45400 (2027-2028)	Advanced Men's Chorus II 54.0292029	
French III 60.0130039	Applications of Law 43.45500 (2028-2029)	Advanced Men's Chorus III 54.0293039	Intermediate Band I 53.0371019
French IV 60.0140049		Advanced Men's Chorus IV 54.0294049	Intermediate Band II 53.0382029
AP French 60.0170049		Advanced Chorus I - Mixed Chorus 54.0231019	Intermediate Band III 53.0373039
Spanish I 60.0710019	**Art**	Advanced Chorus II - Mixed Chorus 54.0232029	Intermediate Band IV 53.0374049
Spanish II 60.0720029		Advanced Chorus III - Mixed Chorus 54.0233039	
Spanish III 60.0730039	AP Art History 50.0921049	Advanced Chorus IV - Mixed Chorus 54.0234049	Advanced Band I 53.0381019
Spanish IV 60.0740049	AP Studio Art - Drawing 50.0811049	Advanced Women's Chorus I 54.0261019	Advanced Band II 53.0382029
AP Spanish Language 60.0770049	AP Studio Art 2-D Design 50.0813049	Advanced Women's Chorus II 54.0262029	Advanced Band III 53.0383039
AP Spanish Literature 60.0811049	AP Studio Art 3-D Design 50.0814059	Advanced Women's Chorus III 54.0263039	Advanced Band IV 53.0384049
Latin I 61.0410019	Visual Arts level I 50.0211019	Advanced Women's Chorus IV 54.0264049	
Latin II 61.0420029	Visual Arts level 2 50.0212019	Intermediate Chorus 54.0221019	
Latin III 61.0430039	Visual Arts level 3 50.0213029		Intermediate Orch I 53.0571019
Latin IV 61.0440049		**Phys. Ed.**	Intermediate Orch II 53.0572029
AP Latin 61.0480049	**Drama**		Intermediate Orch III 53.0573039
		Personal Fitness 9th 36.0510019	Intermediate Orch IV 53.0574049
	Drama I 52.0210019	Health 9th 17.0110019	
JROTC (CTAE)	Advanced Drama I 52.0510019	Physical Conditioning **(level I)** 36.0520019	Advanced Orch I 53.0581019
	Advanced Drama II 52.0520029	Weight Training **(level 2)** 36.0540029	Advanced Orch II 53.0582029
JROTC I 28.0310019	Advanced Drama III 52.0523039	Advanced Physical Conditioning **(level 3)** 36.0620039	Advanced Orch III 53.0583039
JROTC II 28.0320019	Advanced Drama IV 52.0524049	Advanced Weight Training **(level 4)** 36.0640049	Advanced Orch IV 53.0584049
JROTC III 28.0330029	Drama Tech I 52.0410019	Intro to Team Sports **(level I)** 36.0210069	
JROTC IV 28.0340029	Drama Tech 2 52.0420029	Intermediate Team Sports **(level 2)** 36.0310039	
	Drama Tech 3 52.0430039	Introduction to Recreational Sports **(level 3)** 36.0270019	
	Drama Tech 4 52.0440049	Aerobic Dance **(level 1)** 36.0530019	
		Intermediate Aerobic Dance **(level 2)** 36.0530019 **NEW**	

Last Name _____ HR Teacher _____ Grade _____
Last First Middle

Columbus High School 9th Grade entering 10th Grade *Registration form*

List your course requests in the boxes provided below. **Teachers MUST approve all AP courses, math classes, science classes, and upper level foreign language classes. Students must meet ALL the pre-requisites and requirements to sign up for an AP or accelerated course (located in the CHS Course Selection Guide).**

Choose your core classes first (English, math, science, social studies and foreign language (if applicable); then choose electives.

If you choose team sports, physical conditioning, journalism, debate, computer science courses, legal pathway courses, chorus, band, or orchestra as an elective, please make sure to choose the correct LEVEL as these courses follow a sequence. This is important for your transcript and graduation.

	Course Requests/Course Name	Course Number	Teacher Recommendation
			Yes or No
English (select one only)	☐ Honors Lit & Comp 2 OR ☐ AP Language	23.0617069 OR 23.0430039 (AP)	
Math (select one only)	☐ Geometry ☐ Advanced Algebra ☐ Enhanced Adv. Alg/AP Precalculus ☐ Other: _____	27.0821029 (Geom) 27.0831039 (Advanced Alg) 27.0931049 (Enh. Adv Alg/AP Precalculus)	
Science (select one only)	☐ Honors Chemistry ☐ AP Biology (took APES in 9th grade) ☐ Honors Biology	40.0510059 26.0140039 26.0120069	
Social Studies (select one only)	AP World History	45.0811049	
Foreign Language		Spanish, Latin or French	
Elective			
Elective			
Alternate Elective Choices (course name)	1	2	3

It is important that you list additional elective classes in priority order; these may be substituted if another class is full or does not make. If you do not list additional electives, courses will be selected for you. If you select an AP course as your elective, and there is a schedule conflict, any AP courses you list as an alternate choice will be used first as a replacement elective.

Parent Signature: _____ **Student Signature:** _____

Last Name _____ HR Teacher _____ Grade _____
Last First Middle

Columbus High School 10th Grade entering 11th Grade *REGISTRATION* Form

List your course requests in the boxes provided below. **Teachers MUST approve all AP courses, math classes, science classes, and upper level foreign language classes. Students must meet ALL the pre-requisites and requirements to sign up for an AP or accelerated course (located in the CHS Course Selection Guide).**

Choose your core classes first (English, math, science, social studies and foreign language (if applicable)); then choose electives. ***It is important that you list additional elective classes in priority order; these may be substituted if another class is full or does not make. If you do not list additional electives, courses will be selected for you. 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. Teachers must approve alternate AP elective courses as well.***

All students must take Physics I, Honors Physics or AP Physics during their junior or senior year to graduate (depending on math and science sequence). Students taking the Accelerated Science pathway must take AP Chemistry.

If you choose team sports, physical conditioning, journalism, debate, computer science courses, legal pathway courses, chorus, band, or orchestra as an elective, please make sure to choose the correct LEVEL as these courses follow a sequence. This is important for your transcript and graduation.

	Course Requests/Course Name	Course Number	Teacher Approval	Teacher Signature
			Yes or No	
English (select one only)	☐ Honors American Literature	23.0510069		
Math (select one only)	☐ Advanced Algebra OR ☐ Calculus OR ☐ AP Statistics ☐ AP Calculus AB ☐ AP Calculus BC	27.0831039 (Adv. Alg) 27.0780049 (Calculus) 27.0740039 (AP Stat) 27.0720039/27.0730049 (AP Calc AB/BC)		
*Science (see above)				
Social Studies (select one only)	☐ Honors USH OR ☐ AP USH	45.0810059 (USH) OR 45.0820029 (AP USH)		
Foreign Language				
Elective				
Elective				
Alternate Elective Choices (course name)	1	2		3

Are you applying for the AP Capstone Program? YES or NO
If YES, what elective course will be removed from above if accepted into the program? _____

Parent Signature: _____ **Student Signature:** _____

Last Name _____ HR Teacher _____ Grade _____
Last First Middle

Columbus High School 11th Grade entering 12th Grade *REGISTRATION* Form

List your course requests in the boxes provided below. **Teachers MUST approve all AP courses, math classes, science classes, and upper level foreign language classes. Students must meet ALL the pre-requisites and requirements to sign up for an AP or accelerated course (located in the CHS Course Selection Guide).**

Choose your core classes first (English, math, science, social studies and foreign language (if applicable); then choose electives. ***It is important that you list additional elective classes in priority order; these may be substituted if another class is full or does not make. If you do not list additional electives, courses will be selected for you. 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. Teachers must approve alternate AP elective courses as well.***

****If you completed three foreign language courses (of the same language), you may choose an elective OR additional language course. All students must take Physics I, Honors Physics or AP Physics during their junior or senior year to graduate.***

If you choose team sports, physical conditioning, journalism, debate, computer science courses, legal pathway courses, chorus, band, or orchestra as an elective, please make sure to choose the correct LEVEL as these courses follow a sequence. This is important for your transcript and graduation.

	Course Requests/Course Name	Course Number	Teacher Approval	Teacher Signature
			Yes or No	
English (select one only)	☐ Multi-Cultural Literature OR ☐ AP Literature	23.0520079 OR 23.0650049 (AP)		
Math (select one only)	☐ Pre-Calculus ☐ AP Pre-Calculus ☐ AP Statistics ☐ AP Calculus AB ☐ AP Calculus BC ☐ MV Calc	27.0841049 (PC), 27.0741049(AP Pre-Calculus) 27.0740039 (AP STAT) 27.0720039/49 (AB/BC) 27.0770049 (MV Calc)		
*Science (see above)				
Social Studies (select one only)	☐ Honors Economics/Personal Financial Literacy OR ☐ AP Macroeconomics	45.0610059/45.0670049 (Econ/PFL) OR 45.0620019 (AP Macro)		
*Foreign language or Elective				
Elective				
Elective	☐ Humanities or ☐ AP Research	45.0140029 (H) 23.0370049(R)		
Alternate Elective Choices (course name)	1	2		3

Parent Signature: _____ **Student Signature:** _____