

# Hillgrove High School



## 2023-2024 Freshman Registration Handbook (Class of 2027)

## INTRODUCTION

Welcome to Hillgrove High School — Home of the Hawks! We look forward to your arrival in August 2023. We know that you will continue working hard during the second semester of middle school to prepare yourself for the transition to high school. The following information will be helpful to you and your parents in making course selections for the 2023-2024 school year. Please read this handbook carefully.

Hillgrove High School uses a 4x4 Block schedule, which allows you to take eight classes each year. 4x4 means that you will take four classes during the first semester and four different classes during the second semester. During each semester, the four blocks of instruction will be about 90 minutes long. A typical high school schedule includes two academic core and two elective classes each semester; however, depending on the courses selected, some schedules may have 3 academic core classes during a semester (see sample schedules on page 7).

During registration, your 8<sup>th</sup> grade teachers will recommend your core classes based upon performance criteria and your academic achievement. You, with your parents' assistance, will select your elective courses. It is important for you to consider which college and/or career pathway you will complete in high school and choose courses in which you are interested. If you have questions about registration or course selection, then you and your parent(s) should attend our **8<sup>th</sup> Grade Parent Night on Thursday, January 26, from 7:00-8:15 p.m.** Also, your 8<sup>th</sup> grade counselor can answer registration questions, and our Hillgrove counselors will host a Q & A session on February 7 regarding registration.

Hillgrove High School  
4165 Luther Ward Rd.  
Powder Springs, GA 30127  
(678) 331-3961

### Administration

Principal..... Angela Stewart  
Assistant Principal/Athletic Director..... Jonathan Brown  
Assistant Principal..... Sonya Cook  
Assistant Principal..... Bryan Defreezer  
Assistant Principal..... Amy Pothel  
Assistant Principal..... Samuel Sanford  
Special Services Administrator..... Tracy Blackburn

### School Counseling Office (based on student last name)

A – Com..... Brianna Berry  
Con – Ge..... (Dept. Chair) Mirna Wynn  
Gh – Kim..... Myranda Calloway  
Kin – N..... Heather Boyle  
O – Sm..... Myesha Davis  
Sn – Z..... Jacqueline Sullivan

### Department Chairs

English..... Sylvia Spruill  
Mathematics..... Julie Pinto  
Science..... Samantha Brown  
Social Studies..... Adam (Blake) Keith  
World Languages..... Andrea Radford  
Fine Arts..... Sara Stickle  
Career Tech..... Katherine Brink  
Health/PE..... Susan Milam  
Special Education..... Annette Tucker

## Important Dates

Date	Time	Event	Location
Jan. 20	9:15 a.m. – 10:30 a.m.	8 <sup>th</sup> Grade Student Meeting	Lovinggood MS
Jan. 25	12:45 p.m. – 2:00 p.m.	8 <sup>th</sup> Grade Student Meeting	Lost Mountain MS
Jan. 26	7:00 p.m. – 8:15 p.m.	8 <sup>th</sup> Grade Parent Night	Hillgrove Theater
Feb. 7	11:00 a.m. – 1:00 p.m.	Hillgrove counselors host Course Registration Q & A	Virtual Meeting
Feb 10	Middle School: deadline to complete course registration		
Feb. 16	6:00 p.m. – 8:00 p.m.	Advanced Academics Night	Hillgrove Theater
April 10	Course Registration Verification forms (includes both core and elective course requests)		Mailed to all 8 <sup>th</sup> grade parents
April 10–28	Parents may use the Registration Verification forms to drop/add a course. (Signed form serves as waiver.)		Drop off at Hillgrove
April 28		Priority Deadline for course request changes!	

## Helpful Websites

### Hillgrove High School

- Homepage: <https://www.cobbk12.org/hillgrove>
- Counseling: Coming Soon (Check the Hillgrove Homepage)
- Athletics: <https://hillgroveathletics.com/>
- Clubs: <https://www.cobbk12.org/hillgrove/page/978/clubs>
- Use other drop-down menus to access and explore our website

### NCAA Clearinghouse

- Registration: <http://www.ncaa.org/student-athletes/future/how-register>
- Eligibility Center: <https://web3.ncaa.org/ecwr3/>

### GA HOPE Scholarship & Programs

- HOPE Programs: <https://gsfc.georgia.gov/hope>
- Gafutures.org: <https://www.gafutures.orgs/>



## **Making the Transition from Middle School to High School**

An important part of your freshman year is learning the culture, traditions, and expectations of Hillgrove High School. High school is very different from middle school. You will have greater freedom in high school as well as greater responsibility. (For example, you'll get to sit wherever you want at lunch and talk to your friends as you move from class to class.) Your most important responsibility as a high school student is successfully completing courses to earn credits. In order to be successful, you must complete all assignments (homework, projects, etc.) when they are due. You must actively participate in class, asking questions if something is unclear. And you must be a responsible learner, advocating for yourself by asking your teacher for extra help if you begin to fall behind.

## **The Academic Program: Credits, Promotion, and GPA**

Our 4x4 block schedule enables you to take eight courses each academic year. Course credit is earned in Carnegie units by earning a minimum grade of 70 in the course. Each earned unit of credit counts toward the total needed for graduation. **In order to be promoted to the 10<sup>th</sup> grade, you must earn credit in math, science, and English and earn at least 5 total units.** If you fail 9<sup>th</sup> grade math, science, or English, then you will be retained in 9<sup>th</sup> grade, and you will have to retake the course that you failed. Be a responsible learner and get help before you fall behind! **Every** course you take (whether you pass or fail the course) is used to calculate your Grade Point Average (GPA). Performing well in a class affects your GPA positively, while performing poorly in a class affects your GPA negatively. It is important for you to know that 9<sup>th</sup> grade is not a "practice year" when it comes to grades. In other words, your freshman grades count just as much as the grades you earn as a junior or senior, and college admissions' officers will see all of your grades. All high school grades are used to calculate your Cumulative GPA, and all academic courses count toward eligibility for the HOPE Scholarship program.

## **Athletic Eligibility**

In the fall semester, all first-year freshmen are eligible to participate in all sports. However, in order to maintain athletic eligibility for the spring semester sports, students must pass 3 out of 4 courses in the fall.

## **Future Plans**

It is Hillgrove's hope that our students become life-long learners with the knowledge, skills, and values necessary to compete successfully as honorable and productive citizens in a global society. We expect our students to continue their education after high school graduation and throughout adulthood. Post-secondary education for some students might be a traditional four-year college or university, a two-year (community) college, a technical college or institute, or a vocational program. Other students may choose to join the United States Armed Forces or enter the workforce after high school. As you begin your high school career, please keep your post-secondary plans in mind. Students can graduate by meeting the minimum *state* requirements; however, many colleges have admissions criteria that exceed these minimum requirements. NCAA Clearinghouse has its own requirements for athletes. Our school counselors are always here to assist with any post-secondary plans; however, it is your responsibility to become familiar with the requirements and criteria of whatever post-secondary option you choose. **Do your homework early!** Requirements can differ from college to college and between programs of study. Requirements may also change from year to year. The best place to find college admissions' information is directly from the college's website, and it's never too early to begin looking. Another great resource for college and career planning is [www.gafutures.org](http://www.gafutures.org) – Don't wait until Senior year to visit this site!!!

# High School Graduation Requirements

The State Board of Education offers one common set of requirements for all students to earn a regular diploma. In order to receive a diploma, students must satisfy these minimum requirements.

Subjects	Georgia High School Diploma
English	<b>4 Units Including:</b> 1 Unit 9 <sup>th</sup> Grade Literature/Composition 1 Unit American Literature/Composition 2 additional English units
Mathematics	<b>4 Units Including:</b> Algebra Geometry Algebra II 1 additional math unit
Science	<b>4 Units Including:</b> 1 Unit Biology 1 Unit Chemistry or Earth Systems or Environmental Science 1 Unit Physics or Physical Science 1 additional science unit
Social Studies	<b>3 Units including:</b> 1 Unit World History 1 Unit United States History ½ Unit American Government/Civics ½ Unit Economics
CTAE Foreign Language Fine Arts	<b>3 Units from any of these areas</b> Though there is no foreign language requirement for the Georgia High School diploma, students planning to enroll in <b>ANY</b> post-secondary institution are strongly encouraged to earn two units of credit in the same modern language/Latin.  <b>NOTE:</b> Students planning to enter or transfer into a University System of Georgia institution <b>MUST</b> take two units of the same modern language/Latin.  All students are encouraged to complete a college and/or career pathway by earning 3 units of credit in a coherent series of courses leading to college readiness and/or a career readiness certificate endorsed by related industries. Students may choose from any of the CTAE pathways, a fine arts pathway, a world language pathway, or an advanced academic pathway. See your school counselor for specific pathway courses.
Health and Physical Education	<b>1 Unit Including:</b> ½ Unit Health ½ Unit Personal Fitness  <b>Note:</b> 3 Units of JROTC satisfies the Health and Personal Fitness requirement.
Electives	<b>4 Units</b>
<b>TOTAL UNITS MINIMUM</b>	<b>23 Units</b>

\*Unit credit may be awarded for courses offered in the middle grades that meet 9-12 GPS or GSE requirements.

\*No course credit may be awarded for courses in which instruction is based on the GPS for grades K-8.

\*Completion of diploma requirements does not necessarily qualify students for the HOPE Scholarship Program.



## REGISTRATION DIRECTIONS

### Core Course Registration

Your eighth-grade teachers will evaluate your achievement level, work habits, and current grades to recommend the **academic core** classes (English, math, science, and social studies) for which you should be registered. Scores on the GA Milestone EOG assessments, placement tests, and final course grades may also be used to determine correct course placement.

\*Core courses are listed in this registration handbook as a reference only. **Students do not choose their core courses.** Discuss core recommendations with your 8<sup>th</sup> grade teachers.

### Elective Course Registration

**YOU** must select your **elective** courses and alternates. Since all ninth-grade students are required to take Health & Personal Fitness as their first elective, you will need to select three more electives and two alternate electives. \*See Health/Per Fitness exception for JROTC. Follow the steps listed below to complete the registration process:

1. Read this registration handbook completely including course descriptions. This information will provide you with descriptions of the academic core courses and help guide you to make appropriate elective choices. Review and discuss elective choices with your parents.
2. Select **three (3)** elective courses and **two (2)** alternates from the elective courses listed in the course section of this handbook. Using the Hillgrove Elective Course Registration Worksheet (the **orange page** at the end of this registration handbook), record the course title and course number for each elective and alternate in the spaces provided. Sign the worksheet at the bottom in the space provided.
  - Students who enroll in “Combo Courses” (band, chorus, orchestra) must use **TWO ELECTIVES** for these courses and record both courses on their registration worksheet.
  - Foreign language courses are elective courses; teachers do NOT recommend these courses. You must use one of your electives to select a foreign language.
  - Parents should review these courses and sign the completed registration worksheet at the bottom in the space provided.
3. Return the completed and **signed** registration worksheet to your 8<sup>th</sup> grade teacher.

**\*WARNING! Students who do not return their Elective Course Registration Form will forfeit their opportunity to select their own electives.**

### Course Request Changes

We will mail a Course Registration Verification form in April showing all the courses (both core and electives) for which you are registered. If any of the courses listed on the form are incorrect or if you disagree with a course recommendation, then follow the directions on the form to change the course(s). Priority Deadline for course changes is April 28. \*\*\*By changing the recommended course, you assume responsibility for the placement and accept the level of rigor that the new course presents. **Once a course change has been fulfilled, it will not be reversed.**

**\*IMPORTANT:** Once our master schedule has been finalized (late May), schedules will not be changed except for scheduling errors.

## Sample student schedules: 4x4 block

**Sample 4x4 Block Schedule: Core & Elective courses** – This is a typical schedule that includes the 4 core classes, health & personal fitness (BPE), and 3 additional electives.

<u>Fall Semester</u>	<u>Spring Semester:</u>
1 <sup>st</sup> Block: 9 <sup>th</sup> Grade Lit/Composition	Algebra 1
2 <sup>nd</sup> Block: Health/BPE ( <b>elective 1-required</b> )	Visual Art: Comprehensive ( <b>elective 3</b> )
3 <sup>rd</sup> Block: Intro Business & Tech ( <b>elective 2</b> )	General PE ( <b>elective 4</b> )
4 <sup>th</sup> Block: Biology	World Geography

**Sample 4x4 Block Schedule: Band, Chorus, or Orchestra**– Students who enroll in performing arts classes must enter **both course numbers** on their registration form.

<u>Fall Semester</u>	<u>Spring Semester:</u>
1 <sup>st</sup> Block: Band 1 ( <b>elective 2</b> )	Band 2 ( <b>elective 3</b> )
2 <sup>nd</sup> Block: French I ( <b>elective 4</b> )	Honors Biology
3 <sup>rd</sup> Block: Honors Algebra 1	Health/BPE ( <b>elective 1-required</b> )
4 <sup>th</sup> Block: Honors 9 <sup>th</sup> Grade Lit/Comp	Honors World Geography
(Performing arts classes are taken both semesters on a block schedule)	

**Sample 4x4 Block Schedule: Foundations of Algebra** – Students who are not prepared for Algebra 1 will be recommended for Foundations of Algebra before entering Algebra 1.

<u>Fall Semester</u>	<u>Spring Semester:</u>
1 <sup>st</sup> Block: World Geography	Latin I ( <b>elective 3</b> )
2 <sup>nd</sup> Block: Foundations of Algebra ( <b>elective 2</b> )	Algebra 1
3 <sup>rd</sup> Block: Health/BPE ( <b>elective 1-required</b> )	9 <sup>th</sup> Grade Lit/Composition
4 <sup>th</sup> Block: Biology	Intro to Graphics & Design ( <b>elective 4</b> )
(Students take Foundations of Algebra during semester 1 and Algebra 1 during semester 2)	

**Sample 4x4 Block Schedule: JROTC-Navy**– Students choosing JROTC are encouraged to enroll in both Cadet Field Manual & Intro to NJROTC, but taking both courses is not required.

<u>Fall Semester</u>	<u>Spring Semester:</u>
1 <sup>st</sup> Block: Honors Geometry	Theatre Fundamentals ( <b>elective 4</b> )
2 <sup>nd</sup> Block: Honors Spanish II ( <b>elective 3</b> )	Honors Biology
→ 3 <sup>rd</sup> Block: JROTC—Cadet Manual ( <b>elective 1</b> )	JROTC—Intro NJROTC ( <b>elective 2</b> )
4 <sup>th</sup> Block: AP Human Geography	Honors 9 <sup>th</sup> Grade Lit/Comp
(or)	
→ 3 <sup>rd</sup> Block: JROTC—Cadet Manual ( <b>elective 2</b> )	Health/BPE ( <b>elective 1-required</b> )
(Students who take JROTC both semesters are not enrolled in Health/BPE)	



## 2023-2024 Course Offerings for Incoming Freshmen

English: 9<sup>th</sup> Grade Literature/Composition  
Honors 9<sup>th</sup> Grade Literature/Composition  
Current Topics in Reading

Mathematics: Foundations of Algebra & Algebra 1  
Algebra 1  
Honors Algebra 1  
Geometry  
Honors Geometry  
Honors Algebra 2

Science: Biology  
Honors Biology

Social Studies: World Geography  
Honors World Geography  
AP Human Geography

### **Electives:**

World Languages: French I / French II  
Latin I  
Spanish I / Spanish II / Honors Spanish II

Fine Arts: Band  
Chorus  
Orchestra  
Theatre Fundamentals  
Technical Theatre  
Visual Arts: Comprehensive

Career Technical: Audio & Video Technology & Film I  
Introduction to Business & Technology  
Introduction to Software Technology  
Introduction to Drafting & Design  
Introduction to Graphics & Design  
JROTC – Navy  
Marketing Principles

Phys Education: Health & Personal Fitness  
General PE  
Aerobic Dance  
Weight Training (must be recommended by high school coach)

## English/Language Arts

Course Name/Description	Course Number	Prerequisite	Units
<b>9<sup>th</sup> Grade Lit/Comp</b> is a college prep class which integrates composition, grammar, and literature. It covers the writing process; the development of vocabulary, speaking, listening, and researching skills will also be included.	2 3 . 0 6 1 0 0 1 1	TR and 9 <sup>th</sup> Grade Placement Chart	1.0
<b>Honors 9<sup>th</sup> Grade Lit/Comp</b> is an accelerated college prep course designed for the student who has a serious interest in the interpretation of literature. It integrates writing, grammar and usage, speaking and listening. It includes reading a variety of literary genres: short stories, novels, poetry, drama, and nonfiction. It also emphasizes oral and written response to literature.	2 3 . 0 6 1 0 0 0 7	TR and 9 <sup>th</sup> Grade Placement Chart	1.0 (earns 0.5 quality point)
<b>Current Topics in Reading</b> This course is only available to students who have low ELA standardized test performance in prior grades and/or who are not reading on grade-level based on their most recent reading inventory assessment. The course provides fundamental skills development in the five strands of ELA.	2 3 . 1 8 3 0 0 1 1	TR and 9 <sup>th</sup> Grade Placement Chart	1.0

## Mathematics

Course Name/Description	Course Number	Prerequisite	Units
<b>Foundations of Algebra &amp; Algebra 1</b> Foundations of Algebra is a first year high school mathematics course option aimed at students who have low standardized test performance in prior grades and/or have demonstrated significant difficulties in previous mathematics classes. This course will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses. Students will take Foundations of Algebra during the 1 <sup>st</sup> semester and Algebra 1 in the 2 <sup>nd</sup> semester.	2 7 . 1 4 8 1 0 1 1  2 7 . 1 9 9 0 0 2 3	TR and 9 <sup>th</sup> Grade Placement Chart	1.0  1.0 EOC
<b>Algebra 1</b> is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. Students will gain a foundation in linear, quadratic, and exponential functions, and will gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, effect of function parameters, and describing data.	2 7 . 0 9 9 0 0 1 1	TR and 9 <sup>th</sup> Grade Placement Chart	1.0 EOC
<b>Honors Algebra 1</b> is the first course in a sequence of honors high school courses designed to prepare students for AP mathematics courses. This course contains all standards included in the on-level course with a few additional standards and explores the concepts at a deeper level. This course is intended for students who complete AC Math 8.	2 7 . 0 9 9 0 0 0 3	TR and 9 <sup>th</sup> Grade Placement Chart	1.0 EOC (earns 0.5 quality point)

<b>Geometry</b> is the second course in the sequence and represents a discrete study of geometry with correlated statistics applications. Units of study include transformations in the coordinate plane, similarity, congruence, & proofs, right triangle trigonometry, circles & volume, geometric & algebraic connections, and applications of probability.	2 7 . 0 9 9 1 0 1 1	Algebra 1 and <b>TR</b>	1.0
<b>Honors Geometry</b> contains all of the standards included in the on-level geometry course with a few additional standards and explores the concepts at a deeper level. This course is intended for students who complete Algebra 1 in the 8 <sup>th</sup> grade or who excel in Algebra 1 as a 9 <sup>th</sup> grade student.	2 7 . 0 9 9 1 0 0 3	Algebra 1 and <b>TR</b>	1.0 (earns 0.5 quality point)
<b>Honors Algebra 2</b> is the third course in a sequence of honors courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career. This course contains the same standards as the on-level course with a few additional standards and more depth of knowledge.	2 7 . 0 9 9 2 0 0 3	Geometry and <b>TR</b>	1.0 (earns 0.5 quality point)

## Science

Course Name/Description	Course Number	Prerequisite	Units
<b>Biology</b> is a required course in which the students will learn and understand biological functions and systems on the cellular, genetic, evolutionary, systematic, and ecological levels. Students will also be able to implement applications of biological processes to everyday situations.	2 6 . 0 1 2 0 0 1 1	<b>TR</b> and 9 <sup>th</sup> Grade Placement Chart	1.0 EOC
<b>Honors Biology</b> is an accelerated course designed for students interested in pursuing advanced sciences or careers in the science or engineering fields. Students will learn and understand biological processes that occur on the molecular, cellular, systemic, and environmental levels. Students will also be able to implement applications of biological processes to everyday situations.	2 6 . 0 1 2 0 0 0 3	<b>TR</b> and 9 <sup>th</sup> Grade Placement Chart	1.0 EOC (earns 0.5 quality point)



## Social Studies

Course Name/Description	Course Number	Prerequisite	Units
<b>World Geography</b> provides an overview of physical and cultural geography. An awareness of similarities and differences in human needs and behaviors is developed. Geographic education focuses on the themes of location on Earth's surface, place characteristics, relationships within places, movement, regions that lead to an understanding of social, economic, historic, geographical, and physical features of the planet on which we live.	4 5 . 0 7 1 1 0 1 1	TR and 9 <sup>th</sup> Grade Placement Chart	1.0
<b>Honors World Geography</b> combines the World Geography curriculum with part of the World History Curriculum, foundations to 1000 A.D. In addition, the course introduces 9 <sup>th</sup> grade students to AP Social Studies skills, including writing and critical thinking. <u>The purpose of the course is to prepare Social Studies students for AP World History in the 10<sup>th</sup> grade.</u>	4 5 . 0 7 1 1 0 0 3	TR and 9 <sup>th</sup> Grade Placement Chart	1.0 (earns 0.5 quality point)
<b>AP Human Geography</b> introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Examines methods and tools geographers use in their science and practice. Follows the Advanced Placement Human Geography Curriculum.	4 5 . 0 7 7 0 0 9 5	TR and 9 <sup>th</sup> Grade Placement Chart	1.0 (earns 1.0 quality point)

### Remedial Education

Students who do not meet expectations on the math and/or reading portions of the eighth-grade end-of-grade Georgia Milestone assessments or who score low in these 8<sup>th</sup> grade classes will be placed in skills-building math (Foundations of Algebra) and/or reading (Current Topics in Reading) classes in the ninth grade. These skills-building classes are in place of a student's chosen elective(s).

### Special Education

Students receiving services through the special education department have had an Individualized Education Plan (IEP) developed to meet their educational needs. Each student should complete the registration form with the help of his or her IEP team (parent, case manager, and regular education teacher) to ensure that the requirements in the IEP are met.



# World Languages

Course Name/Description	Course Number	Prerequisite	Units
<b>French I</b> is an introduction to the language and culture of France and other French-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.	6 0 . 0 1 1 0 0 1 1	None	1.0
<b>French II</b> is designed to further develop listening, speaking, reading, and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the French-speaking world.	6 0 . 0 1 2 0 0 1 1	<b>French I</b>	1.0
<b>Latin I</b> is an introduction to the language and civilization of the Romans. The course is designed to develop a knowledge base composed of vocabulary, grammar, translation, derivatives, mottoes, abbreviations, quotations, life in ancient Rome and mythology.	6 1 . 0 4 1 0 0 1 1	None	1.0
<b>Latin II</b> is an introduction to the language and civilization of the Romans. The course is designed to develop a knowledge base composed of vocabulary, grammar, translation, derivatives, mottoes, abbreviations, quotations, life in ancient Rome and mythology.	6 1 . 0 4 2 0 0 1 1	<b>Latin I</b>	1.0
<b>Spanish I</b> is an introduction to the language and culture of Spain and other Spanish-speaking countries. The course will enable students to attain a beginner's level of proficiency in listening, speaking, reading, and writing, with an emphasis on oral proficiency.	6 0 . 0 7 1 0 0 1 1	None	1.0
<b>Spanish II</b> is designed to further develop listening, speaking, reading and writing with an emphasis on oral proficiency. The student will acquire a basic command of key vocabulary and grammatical structures necessary for limited personal communication as well as an appreciation of diversity in the Spanish-speaking world.	6 0 . 0 7 2 0 0 1 1	<b>Spanish I</b>	1.0
<b>Honors Spanish II</b> is designed for the student who has demonstrated superior facility in foreign language and offers a variety of opportunities for enrichment and oral work. <b>*NOTE:</b> Students who are unsure about whether to select Spanish II or Honors Spanish II should discuss the course with their current Spanish teacher.	6 0 . 0 7 2 0 0 0 3	<b>Spanish I</b>	1.0 (earns 0.5 quality point)

## Fine Arts

Course Name/Description	Course Number	Prerequisite	Units
<b>Band I and Band II</b> are band performance classes that address the basic fundamentals of tone production, music reading, and performance. The band class focuses on the development of the combined ensemble. Students are placed in appropriate level band classes based upon auditions.	<b>*COMBO COURSE:</b> Students use two (2) electives 5 3 . 0 3 6 1 0 9 9 5 3 . 0 3 6 2 0 9 9	Audition	1.0 1.0
<b>Chorus I and Chorus II</b> provides opportunities to develop performance skills and knowledge in 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.	<b>*COMBO COURSE:</b> Students use two (2) electives 5 4 . 0 2 1 1 0 9 9 5 4 . 0 2 1 2 0 9 9	None	1.0 1.0
<b>Orchestra I and Orchestra II</b> are orchestra performance classes that address the basic fundamentals of tone production, music reading, and performance. The classes focus on the technical development of the string instrument and the development of the combined ensemble.	<b>*COMBO COURSE:</b> Students use two (2) electives 5 3 . 0 5 6 1 0 9 9 5 3 . 0 5 6 2 0 9 9	6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> Grade Orchestra Or Audition	1.0 1.0
<b>Theatre Fundamentals I</b> serves as a prerequisite for other theatre/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.	5 2 . 0 2 1 0 0 9 9	None	1.0
<b>Technical Theatre I</b> introduces and develops the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.	5 2 . 0 4 1 0 0 9 9	None	1.0
<b>Visual Art: Comprehensive</b> is a prerequisite for all other visual art classes. This class introduces art history, criticism, aesthetic judgment & studio production to the beginning art student. Emphasizes the ability to understand & use the elements of art & principles of design through a variety of media processes both 2-D and 3-D. A chronological study of the history of art and criticism accompanies the studio experiences.  <b>Note:</b> Students who complete this course in 8 <sup>th</sup> Grade and wish to continue in visual arts may choose another visual art elective. See your 8 <sup>th</sup> Grade visual art teacher for a list of electives available to you.	5 0 . 0 2 1 1 0 9 9	None	1.0

## Career Technical (CTAE)

Course Name/Description	Course Number	Prerequisite	Units
<b>Audio &amp; Video Technology &amp; Film I</b> prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. <b>Pathway Courses:</b> 1. Audio & Video Tech & Film I 2. Audio & Video Tech & Film II 3. Audio/Video Tech & Film III / Broadcast Video Prod	1 0 . 5 1 8 1 0 9 9	None	1.0
<b>Intro to Business &amp; Technology</b> provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. <b>Pathway Courses:</b> 1. Intro to Business & Technology 2. Legal Environment of Business 3. Entrepreneurship	0 7 . 4 4 1 3 0 9 9	None	1.0
<b>Intro to Software Technology</b> is the foundational course for Computer Science and Programming 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. <b>Pathway Courses:</b> 1. Intro to Software Technology 2. Computer Science Principles 3. AP Computer Science A / Prgrmmng, Games, & Apps	1 1 . 4 4 6 0 0 9 9	None	1.0
<b>Intro to Drafting &amp; Design</b> is the foundational course and pre-requisite to all other Architectural Drawing & Design courses. Emphasis is placed on safety, correct use of tools and equipment, drafting media, sketching, lettering, fundamentals of CAD and multi-view drawings. <b>Pathway Courses:</b> 1. Intro to Drafting 2. Architec Draw/Desgn I 3. Architec Draw/Desgn II	4 8 . 5 4 1 0 0 9 9	None	1.0



<b>Intro to Graphics &amp; Design</b> is the foundational course for both the Graphics Production and Graphics Design pathways. This course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics & Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. <b>Pathway Courses:</b> 1. Intro to Graphics & Design 2. Graphic Design Production 3. Adv Graphic Design/Adv Graph Output Processes	4 8 . 5 6 1 0 0 9 9	None	1.0
<b>JROTC Navy (NS1) – Cadet Field Manual</b> <b>JROTC Navy (NS1) – Intro to NJROTC</b> The purpose of these courses is to help students understand the missions, goals, and opportunities available as members of the NJROTC program. The course combines all information on military drills and ceremonies, uniform regulations, physical fitness, principles of health, first aid, survival, leadership, and communications. This course will also introduce students to the basic principles of leadership, which combined with the many opportunities for practical experience in the NJROTC program will prepare them for leadership roles in school and upon graduation. Students will gain an understanding of our nation, our values, traditions, heritage, respect for our laws, as well as becoming involved, responsible citizens. <u><b>Note:</b></u> Students who choose both JROTC courses will not be enrolled in Health & Personal Fitness. *3 units of NJROTC satisfy the Health and Personal Fitness graduation requirements.	2 8 . 0 2 1 0 0 9 9  2 8 . 0 2 2 0 0 9 9  (New cadets are <b>encouraged</b> to choose both courses so that they are enrolled in JROTC both semesters. Students must use two electives and enter both courses on their elective worksheet for this option. <b>IMPORTANT:</b> Enter the first course as Elective 1 in place of Health and Personal Fitness and enter the second course as another elective.)	None	1.0  1.0
<b>Marketing Principles</b> addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Admin skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. <b>Pathway Courses:</b> 1. Marketing Principles 2. Intro to Sports & Entertainment Marketing 3. Advanced Sports & Entertainment Marketing	0 8 . 4 7 4 0 0 9 9	None	1.0



# Physical Education

Course Name/Description	Course Number	Prerequisite	Units
<b>Health &amp; Personal Fitness Combined</b> Health provides a direct and factual approach to health education that is practical, personal, and positive. Topics include safety, drug education, nutrition, personal health, growth and development, building self-esteem, and relationship skills. By acquiring the knowledge, attitudes, and skills necessary to a healthful life, students learn to take responsibilities for their own health. Personal Fitness is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course will emphasize strategies for maintaining good cardiovascular endurance, flexibility, muscular strength and endurance, and body composition.  <u><b>Note:</b></u> 3 units of JROTC satisfy the Health & Personal Fitness graduation requirements. As a result, students who enroll in JROTC for both semesters will not be enrolled in Health & Personal Fitness Combined.	3 6 . 0 5 8 0 0 9 9	<b>All 9<sup>th</sup> grade students are automatically enrolled in Health/BPE</b>  <b>*Exception:</b> Students enrolling in JROTC both semesters are not enrolled in Health/Per Fit	1.0
<b>General Physical Education</b> focuses on and enhances skills in any combination or variety of team sports, lifetime sports, track and field events, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. It further promotes methods to attain a healthy and active lifestyle. The General PE course may be used as a pre-requisite for other course offerings (i.e., team sports, lifetime sports, outdoor ed, and weight training)	3 6 . 0 1 1 0 0 9 9	None	1.0
<b>Aerobic Dance</b> is designed to introduce students to a rhythmic program of activities and health related fitness. The course will provide a balance of instruction each week developing cardiovascular endurance, flexibility, and muscular strength and endurance. Activities may include rhythmic jogging, running, aerobic dance, slimnastics, stretching exercises, and creative movement exercises.	3 6 . 0 5 3 0 0 9 9	None	1.0
<b>Weight Training</b> Due to the limited space in weight training, 9 <sup>th</sup> grade students may not elect to take this class. If you are participating in high school athletics, contact your coach about taking this class. If your coach indicates that you should enroll in this class, then write the sport and coach's name in the blank.	Enter the name of your sport and your coach's name as one of your electives	Recommendation by high school coach only	