



2025 - 2026

# South Paulding High School Curriculum Guide

# South Paulding High School

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## Introduction

South Paulding High School operates on a two-semester system with each semester being approximately 18 weeks long. We run a 4x4 block schedule where courses are offered as 90-minute classes. Each class meets daily with nine weeks classes earning  $\frac{1}{2}$  unit of credit per 9 weeks and block classes earning a full unit of credit per semester. It is possible to earn 4 units of credit each semester, or a total of 8 units per year if all classes are successfully completed. During the 4 years (8 semesters) of high school, students may earn a total of 32 units of credit.

## Graduation Requirements

All students will earn credit towards a High School Diploma. The requirements for the High School Diploma are as follows:

All students will be required to complete a total of 23 units for graduation. All students must complete:

- 4 units of English
- 4 units of Science (2 of these classes must be Biology and Physics or Physical Science)
- 4 units of Mathematics
- 3 units of Social Studies
- At least 3 full units of CTAE **and/or** World Language **and/or** Fine Arts courses
- At least 4 additional electives
- 1 unit of Combined Health/Personal Fitness if not exempted through completing at least 3 units of JROTC.

## The Registration & Scheduling Process

We try to make the registration process as smooth as possible at South Paulding High School. One way we do this is by building the Master Schedule for both teachers and students only after we have received all student course requests. Every attempt is made during the spring and summer to minimize conflicts within the Master Schedule and have 100% of course requests satisfied. There likely will be situations where students will not receive a first-choice course and instead will receive an alternative, so it is important that all students select at least two alternates during registration. Reasons why a conflict may occur are as follows: A course without enough interest may not be offered, courses with limited sections may reach capacity before all requests are satisfied, or two courses may be offered at the same time causing a student to not be able to have both. With the Master Schedule being based entirely upon student requests, it is essential that students carefully decide upon the correct courses during registration. Once the registration window closes, a student must remain in the courses for which they have registered unless it is determined that the academic placement is inappropriate. Student registration and scheduling is for the entire school year as all block and traditional courses must mesh to create one schedule.

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### Registration:

1. For all core classes (English, Math, Social Studies, and Science), the current teacher will make recommendations for the level of curriculum the student should take next year. The teacher will consult with the student about their preference. Parents and students will have an opportunity to review these requests for accuracy. Any corrections must be made prior to May 1.
2. For all elective courses requiring a prerequisite, the current teacher will enter the requests after consulting with the student. Parents and students will have an opportunity to review these requests for accuracy. Any corrections must be made prior to May 1.
3. For entry level elective classes, students will register online during school hours. Counselors will work with students through this process. Again, parents and students will be able to review these requests and make needed changes prior to May 1.
4. We cannot honor teacher-preference requests.

Seniors do not request Minimum Day during registration; however, they can see the guidance office for required paperwork and additional information. Minimum day allows any senior who is on-track for graduation to either come in after first block or leave after third block. All minimum day forms must be turned in by May 1.

We ask students to choose their courses carefully and to consult with their teachers, counselor, and parents throughout the process. We have included course descriptions for each course we offer in this guide. In addition, we have included a link to the official College Board course description for each Advanced Placement (AP) Course we offer.

After May 1, the only acceptable schedule change request will be as follows:

1. Students without required prerequisites.
2. Seniors without classes required for graduation.
3. Students who are scheduled for a class where they already have a credit.
4. Schedules where we have made an error.

As you review the courses in this guide, please note that all these courses are possible offerings but may not be offered each year as class offerings are based upon student requests.

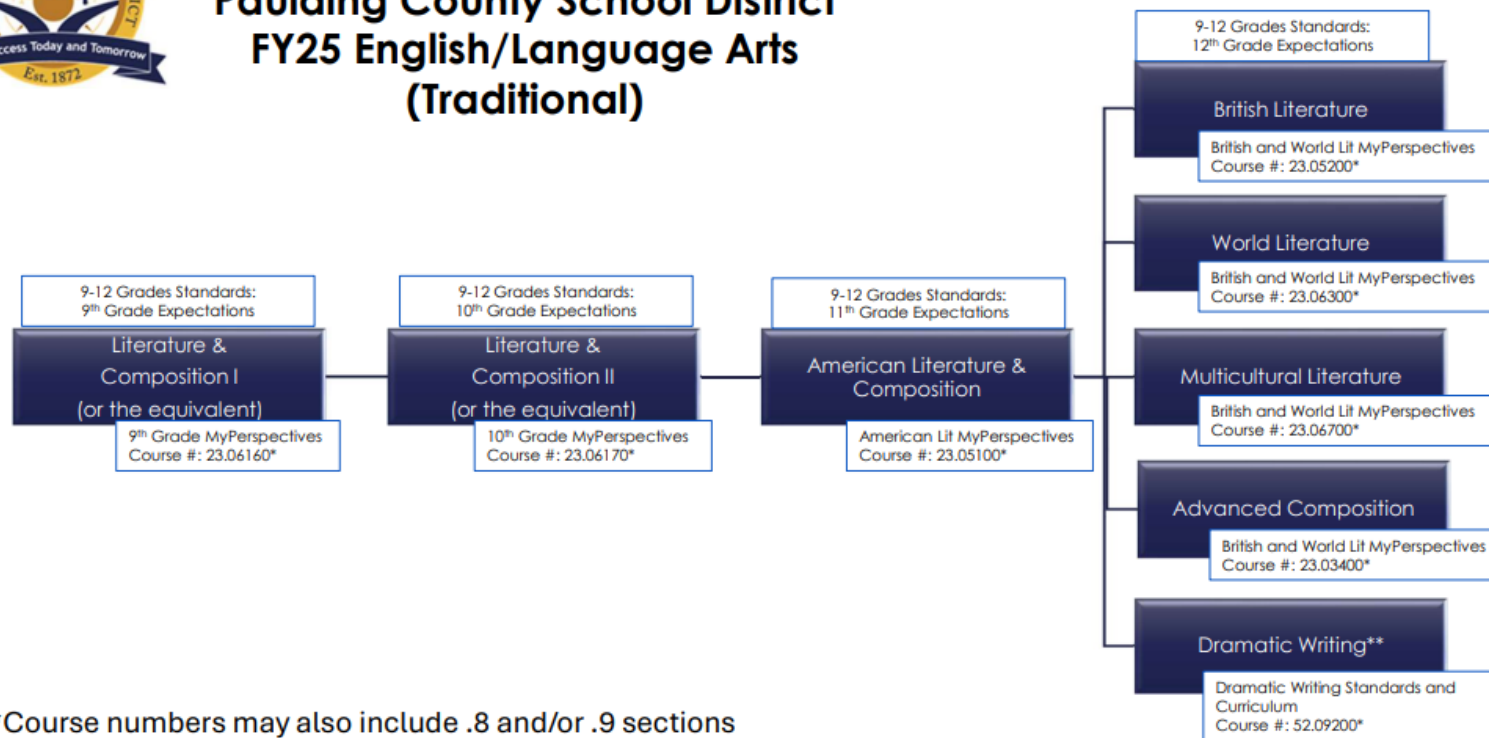
# South Paulding High School Curriculum Guide

## Curriculum Maps and Sequencing Guides *English Language Arts*

[Click here for course descriptions.](#)



### Paulding County School District FY25 English/Language Arts (Traditional)



\*Course numbers may also include .8 and/or .9 sections

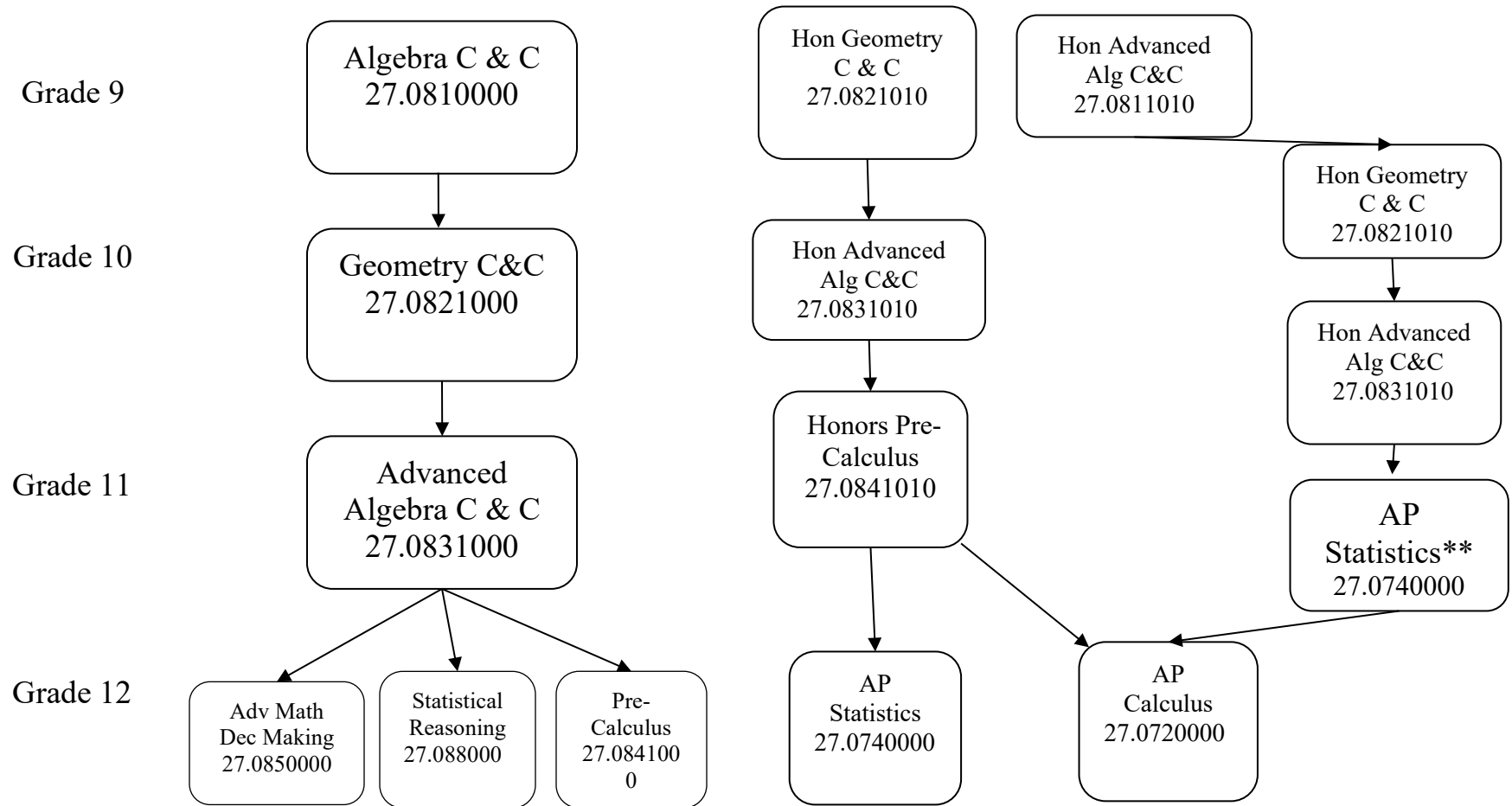
\*\*State will continue to allow dual credit for this course

Journalism I – IV (23.032-23.036), Mythology (23.0210001), Reading Enrichment (23.0820000), \*Dramatic Writing (52.0920000) Meets fourth ELA Core Req (Adv Comp Emb Cerdit) and SAT Preparation (35.0660000) are also electives.

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## Mathematics - Class of 2027 and after

[Click here for course descriptions.](#)



\*This class counts for graduation purposes. You will not be able to attend a 4-year college unless you take a 5<sup>th</sup> math your Senior year.

\*\*AP Statistics can be taken in the Junior year in addition to Pre-Calc for students planning to take AP Calculus in the Senior year. See your teacher to see if they recommend this option. Tech College Readiness must have req Accuplacer Score.



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## Science

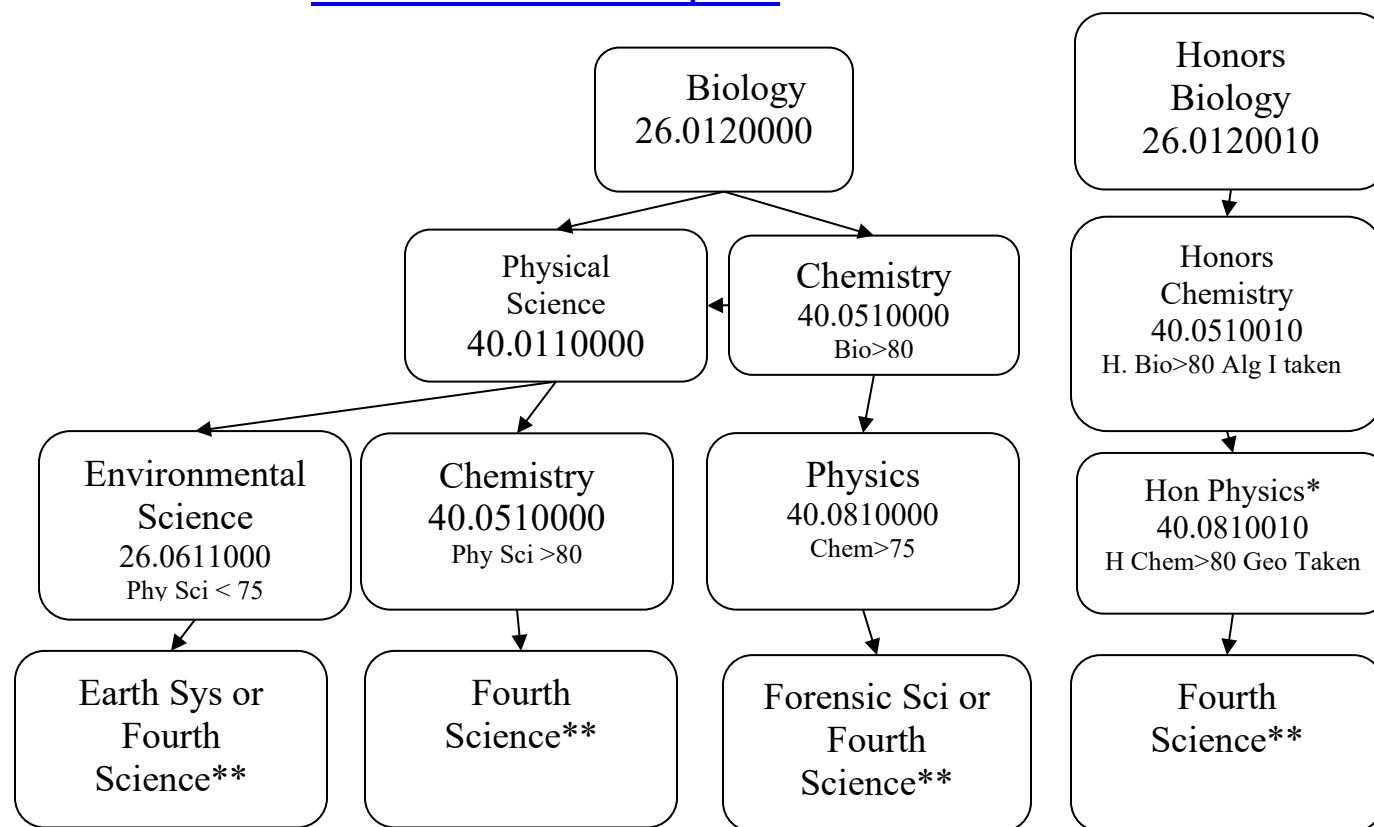
[Click here for course descriptions.](#)

Grade 9

Grade 10

Grade 11

Grade 12



**\*\*Fourth Science Options:** Earth Systems (40.0640000), Environmental (26.0611000), Astronomy (40.02120000), (Forensic Science (40.0930000), Honors Zoology (26.0710010)-(Bio as pre req), Honors Anatomy & Physiology\*\*\* (26.0730010)-(Bio as pre req), AP Environmental (26.0620000), Scientific Research III (40.092300)-(AP Sci as pre req), Scientific Research IV (40.09240) (Sci Res III Pre Req) AP Chemistry (40.0530000), or AP Biology (26.0140000). \*AP Chemistry or AP Biology may be taken simultaneously with Honors Physics.

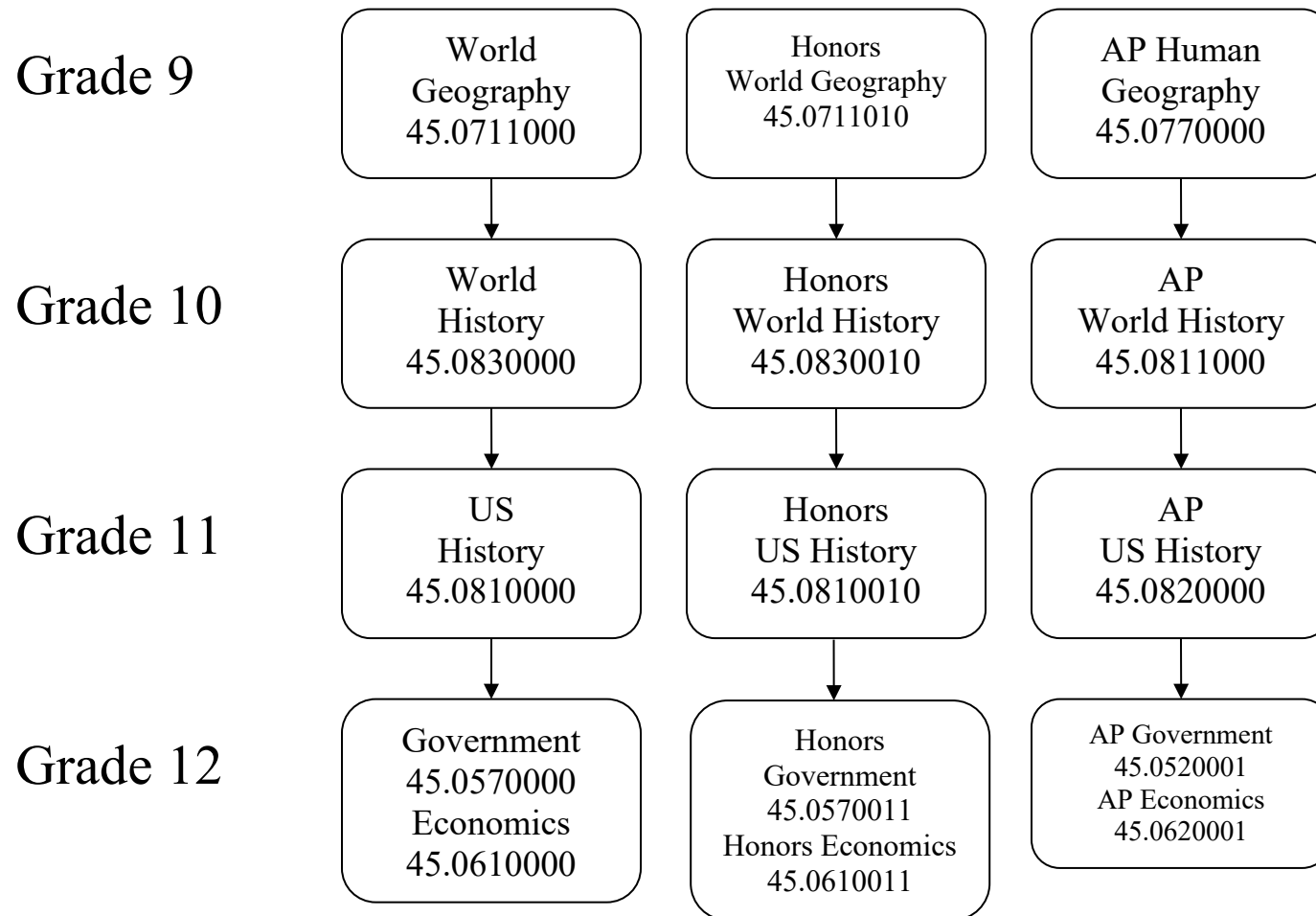
\*\*\*Students that complete the 2<sup>nd</sup> year of the Healthcare Science pathway receive embedded Anatomy credit on their transcript.

\*\*\*\*Zell Miller Course of Rigor-Chemistry, Physics, Forensic Science, AP courses

## South Paulding High School Curriculum Guide

### *Social Studies*

[Click here for course descriptions.](#)



Psychology (45.0510000), Sociology (45.0310000), Comparative Religions (45.0110000), AP Psychology (45.0160000) and AP Macro & Micro Economics (45.0620000)(AP Micro Full Yr Course) are offered as electives. Current Issues (45.0120001) and Personal Finance (45.0670001) are electives that are offered for 9 weeks.

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### *Career, Technical, and Agricultural Education (CTAE)*

<b>Pathway</b> (click below for course descriptions)	<b>Course 1</b>	<b>Course 2</b>	<b>Course 3</b>
<a href="#"><u>Business and Technology</u></a>	Introduction to Business and Technology 07.4413000	Business and Technology 07.4410000	Business Communication 07.4510000
<a href="#"><u>Marketing &amp; Management</u></a>	Marketing Principles 08.4740000	Marketing and Entrepreneurship 08.4410000	Marketing Management 08.4420000
<a href="#"><u>Personal Care Services (Cosmetology)</u></a>	Intro to Personal Care Services 12.5440000	Cosmetology II 12.4100000	Cosmetology III 12.4110000
<a href="#"><u>Teaching as a Profession</u></a>	Examining the Teaching Profession 13.0110000	Contemporary Issues in Education 13.0120000	Teaching as a Profession Practicum 13.0130000
<a href="#"><u>Culinary Arts</u></a>	Intro to Culinary Arts 20.5310000	Culinary Arts I 20.53210000	Culinary Arts II 20.53310000
<a href="#"><u>Therapeutic Services – Patient Care</u></a>	Intro to Healthcare 25.5210000	Essentials of Healthcare 25.440000 <i>Embedded Anatomy Credit</i>	Patient Care Fundamentals 25.4360000
<a href="#"><u>Therapeutic Services- Allied health and Medicine</u></a> *New offering for '18-'19	Intro to Healthcare 25.5210000	Essentials of Healthcare 25.440000 <i>Embedded Anatomy Credit</i>	25.4370000 Allied health and Medicine
<a href="#"><u>JROTC – Army Leadership</u></a>	JROTC Army Leadership IA 28.0311000	JROTC Army Leadership IB 28.0312000	JROTC Army Leadership IIA 28.0321000
<a href="#"><u>Law Enforcement Services- Criminal Investigations</u></a>	Intro to Law, Public Safety, Corrections, & Security 43.4500000	Criminal Justice Essentials 43.4510000	Criminal Investigations 43.4530000
<a href="#"><u>Carpentry</u></a>	Industry Fundamentals & Occupational Safety 46.5450000	Intro to Construction 46.5460000	Carpentry I 46.5500000
<a href="#"><u>Automotive Technologies</u></a>	Automotive Tech I 47.4500000	Automotive Tech II 47.45100000	Automotive Tech III 47.45200000
<a href="#"><u>Computer Science</u></a>	Intro to Software Technology	Comp Sci Principles	AP Computer Science
<a href="#"><u>Audio-Video Technology and Film</u></a>	Audio-Video Technology and Film 10.5181000	Audio-Video Technology and Film II 10.5191000	Audio-Video Technology and Film III 10.5201000

[Work-based Learning](#) is offered as a CTAE elective. Sign up for 07.7114004 during registration and see Mrs. Moody is the work based learning teacher and her all paperwork should be turned into her to be eligible.

## South Paulding High School Curriculum Guide

### *World Language*

[Click here for course descriptions](#)

<b>Language</b>	<b>Course 1</b>	<b>Course 2</b>	<b>Course 3</b>	<b>Course 4</b>	<b>Course 5</b>	<b>Course 6</b>
<i>Spanish*</i>	Spanish I ** 60.0710000	Spanish II 60.0720000 Hon Spanish II 60.	Hon Spanish III 60.0730010	Hon Spanish IV 60.0740010	Hon Spanish V 60.0750010 (not required to take AP)	AP Spanish 60.0770000
<i>French</i>	French I 60.0110000	French II 60.0120000	French III 60.0130000	French IV 60.0140000		

\*Spanish for Native Speakers may be an option for students that qualify.

\*\*Students with Middle School Spanish credit skip Spanish I and will be placed in Hon Spanish II.

## South Paulding High School Curriculum Guide

### *Fine Arts*

[Click here for course descriptions](#)

	<b>1<sup>st</sup> semester 9<sup>th</sup> grade</b>	<b>2<sup>nd</sup> semester 9<sup>th</sup> grade</b>	<b>1<sup>st</sup> semester 10<sup>th</sup> grade</b>	<b>2<sup>nd</sup> semester 10<sup>th</sup> grade</b>	<b>1<sup>st</sup> semester 11<sup>th</sup> grade</b>	<b>2<sup>nd</sup> semester 11<sup>th</sup> grade</b>	<b>1<sup>st</sup> semester 12<sup>th</sup> grade</b>	<b>2<sup>nd</sup> semester 12<sup>th</sup> grade</b>
Chorus	Beginning Chorus I 54.0211000	Beginning Chorus II 54.0212000	Intermediate Chorus I 54.0221000	Intermediate Chorus II 54.0222000	Advanced Chorus I 54.0231000	Advanced Chorus II 54.0232000	Mastery Mixed Chorus I 54.0235000	Mastery Mixed Chorus II 54.0236000
Concert Band	Beg. Inst. Ensemble I 53.07410	Beginning Band I 53.03610	Beg. Inst. Ensemble II 53.07420	Beginning Band II 53.03620	Beg. Inst. Ensemble III 53.07430	Beginning Band III 53.03630	Beg. Inst. Ensemble IV 53.07440	Beginning Band IV 53.03640
Symphonic Band	Int. Inst. Ensemble I 53.07510	Intermediate Band I 53.03710	Int. Inst. Ensemble II 53.07520	Intermediate Band II 53.03720	Int. Inst. Ensemble III 53.07530	Intermediate Band III 53.03730	Int. Inst. Ensemble IV 53.07540	Intermediate Band IV 53.03740
Wind Ensemble	Advanced Band I 53.03810	Mastery Band I 53.03910	Advanced Band II 53.03820	Mastery Band II 53.03920	Advanced Band III 53.03830	Mastery Band III 53.03930	Advanced Band IV 53.03840	Mastery Band IV 53.03940
Drama	Theatre Arts/Fundamentals I 52.02100	Theatre Arts/Fundamentals II 52.02200	Dramatic Arts/Fundamentals III 52.02300	Dramatic Arts/Fundamentals IV 52.02400	Theatre Arts/Adv Drama I 52.05100	Theatre Arts/Adv Drama II 52.05200	Theatre Arts/Adv Drama III 52.05230	Theatre Arts/Adv Drama IV 52.05240

**Music Electives:** Music Appreciation (53.0140000), Beg Guitar (53.0841000), Inter Guitar (53.0851000), Beg Keyboard (53.0941000), Adv Keyboard (53.0962000)

**Art Electives:**

Visual Arts/Comp I (50.0211000) (You must successfully compete this class before you can take any other art classes.)

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VA/Drawing & Painting I (50.0313000) and VA/Drawing & Painting II (50.0314000)

VA/Ceramics/Pottery I (50.0411000) and VA/Ceramics/Pottery II (50.0412000)

VA/Printmaking I (50.0511000)

Vis Art Comp II (50.0212000) Pre req for AP/Studio 2D Design Portfolio (50.0813000)

*Health and Physical Education*  
[Click here for course descriptions](#)

*Health and Per Fit Combined (36.0580000)*

*Sports Medicine: Sports Medicine I (36.0150000)*

	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027	Spring 2028
<b>Weight training</b>	Weight training 36.0540000	Adv Exercise and weight control 36.0650000	Exercise and Weight Control 36.0550000	Physical Conditioning 36.0520000	Adv Phy Conditioning 36.0620000	Body Sculpting 36.0560000	Adv Body Sculpting 36.0660000	Adv Weight Ctrl 36.0640000
<b>General PE</b>	Gen Physical Education I 36.0110000	Intro to Lifetime Sp 36.0220000	Adv Team Sp 36.0410000	Inter Team Sp 36.0210000	Intro Team Sp 36.0210000	Gen Phy Ed IV 36.0140000	Gen Phy Ed III 36.0410000	Gen Phy Ed II 36.0120000

\*Health and Personal Fitness are graduation requirements unless a student completes JROTC Leadership through level 3.

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## Course Descriptions

### *English Language Arts Course Descriptions*

**Ninth Grade Literature and Composition:** This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course must reflect the Common Core Georgia Performance Standards.

**World Literature and Composition:** This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects. Depending on which grade level this course is taught, the teacher will follow strands from the Common Core Georgia Performance Standards for that grade level for composition, conventions, and listening, speaking, and viewing.

**American Literature and Composition:** This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course must reflect the Common Core Georgia Performance Standards.

**AP Language:** This course focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing.

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An AP syllabus must be submitted and approved by the College Board. (This literature module must be taught in the 11<sup>th</sup> grade and is recommended as a designated substitute for American Literature.) [http://www.collegeboard.com/student/testing/ap/sub\\_englang.html?englang](http://www.collegeboard.com/student/testing/ap/sub_englang.html?englang)

**Advanced Composition:** This course is designed to integrate the study of literature, grammar, vocabulary, and writing with an emphasis on the writing in college, career, and leisure settings. In preparation for the rigor of college courses, the workplace, and the unpredictability of life experiences, this class is for ambitious, hard-working students. We will focus on the writing process, current research materials, oral and written responses to literature, vocabulary study, and grammatical skills based on the Georgia Performance Standards.

**English Literature and Composition:** This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course must reflect the Common Core Georgia Performance Standards.

**AP Literature:** The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.

[http://www.collegeboard.com/student/testing/ap/sub\\_englit.html?englit](http://www.collegeboard.com/student/testing/ap/sub_englit.html?englit)

**Journalism I:** This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copy writing, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing. This course requires an application.

**Journalism II:** The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing. This course requires an application.

**Journalism III:** This course is an extension of Journalism I and II; the students will enhance and hone the skills in journalistic writing, with a main focus in analysis of print and broadcast publications. An in-depth coverage of level-two topics will serve as the main premise. Students will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities. This course requires an application.



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**Journalism IV:** This course is designed for students who have mastered skills in Journalism III. The students will publish journalistic articles either in a school newspaper or in the local newspaper. Research and interviews will be required when formulating ideas for writing. The range of opportunities to apply skills will be increased. This course requires an application.

**Mythology:** Mythology is an elective class that is offered to students in grades nine through twelve. Its purpose is to provide a broad overview of background and context for an in-depth study of literature. The students will be expected to individually read in this class. Because the curriculum includes so many different countries' ancient myths, we will teach these stories in a variety of ways: reading novels, plays, and short stories, researching gods and goddesses, creating presentations and writing original myths.

**SAT Preparation:** Focuses on preparing students to take the Critical Reading, Mathematics, and Writing portions of the SAT. This is a one semester course designed for Seniors to take in the Fall and Juniors in the Spring.

**Dramatic Writing:** Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing texts and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. Note: This course meets fourth English Language Arts core requirement.

[Return to English Language Arts Course Map](#)

# South Paulding High School Curriculum Guide

## *Math Course Descriptions*

**Algebra: Concepts and Connections (Year-long or Block):** 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.

**Geometry: Concepts and Connections:** The second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications.

**Advanced Algebra: Concepts and Connections:** The culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits.

**Pre-Calculus:** Is a fourth mathematics course designed to prepare students for calculus and other college level mathematics courses.

**Statistical Reasoning:** Is a fourth mathematics course option for students who have completed Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II, or Accelerated Analytic Geometry B/Advanced Algebra. The course provides experiences in statistics beyond the CCGPS sequence of courses, offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations.

**Advanced Math Decision Making:** This is a course designed to follow the completion of Algebra II. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.

**AP Statistics:** Follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability, and statistical inference. Prerequisite: Either Euclidean Geometry or Informal Geometry, and Algebra II.  
[http://www.collegeboard.com/student/testing/ap/sub\\_stats.html?stats](http://www.collegeboard.com/student/testing/ap/sub_stats.html?stats)

**AP Calculus:** Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus. Prerequisite: Advanced Algebra and Trigonometry or analysis.  
[http://www.collegeboard.com/student/testing/ap/sub\\_calab.html?calcab](http://www.collegeboard.com/student/testing/ap/sub_calab.html?calcab)

[Return to Mathematics Course Map](#)

# South Paulding High School Curriculum Guide

## *Science Course Descriptions*

**Biology:** The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

**Physical Science:** The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

**Chemistry:** The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

**Environmental Science:** The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

**Physics:** The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

**Earth Systems:** Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.

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**Forensic Science:** In this course 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.

**Anatomy & Physiology:** The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.

**AP Environmental Science:** AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems. [http://www.collegeboard.com/student/testing/ap/sub\\_envsci.html?envsci](http://www.collegeboard.com/student/testing/ap/sub_envsci.html?envsci)

**AP Chemistry:** This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gases laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time. It is expected that a minimum of 290 minutes per week will be allotted for an AP Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics. [http://www.collegeboard.com/student/testing/ap/sub\\_chem.html?chem](http://www.collegeboard.com/student/testing/ap/sub_chem.html?chem)

**AP Physics:** The Physics B course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be one of the major goals of the course. Students taken this course should cover the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The Physics B course should also include a hands-on laboratory component with a minimum of 12 student-conducted laboratory investigations. Each student should complete a lab notebook or portfolio of lab reports. [http://www.collegeboard.com/student/testing/ap/sub\\_physb.html?physicb](http://www.collegeboard.com/student/testing/ap/sub_physb.html?physicb)

**AP Biology:** AP Biology: This course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and chemistry. In some ways, biology is the most demanding of all sciences, partly because living systems are so complex and partly because biology is a multidisciplinary science that requires knowledge of chemistry, physics, and mathematics. It aims to provide students with the conceptual framework, factual

## South Paulding High School Curriculum Guide

knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The unifying themes of biology include the nature of science, the scientific method, science and technology as functions of society, natural causes for natural phenomena, the dynamic balance in living systems, and life's basic characteristics have a high degree of order. The topics covered on the course are molecules and cells: 25%, heredity and evolution: 25%, and organisms and populations: 50%. [http://www.collegeboard.com/student/testing/ap/sub\\_bio.html?biology](http://www.collegeboard.com/student/testing/ap/sub_bio.html?biology)

**Scientific Research III:** (AP Enviro Sci Pre-req) Students taken the Research III course will develop projects based on their interests. Projects at this level would be original in nature and will investigate students' ideas to solve a particular problem. It is expected that the students will work with someone outside the school setting as they work towards the solution of their problem. This type of projects may take the whole length of the course to be completed. Students' completing these projects is expected to present their solutions to the appropriate interests groups (i.e. a particular company, an interest group, etc.) or on settings like the Best Robotics competitions, Siemens, the High School Engineering Competition, etc.

**Scientific Research IV:** Students taken the Research IV will develop projects based on their interests. Projects at this level would be original in nature and will investigate students' ideas to solve a particular problem. It is expected that the students will work with a university professor or in an industrial setting to find the answer to their research question. This type of projects may take the whole length of the course to be completed. Students' completing these projects is expected to present their solutions to the appropriate interests groups (i.e. a particular company, an interest group, etc.) or on settings like the Best Robotics competitions, Siemens, the High School Engineering Competition, etc.

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# South Paulding High School Curriculum Guide

## *Social Studies Course Descriptions*

**World Geography:** Investigates regions of the world and how these regions influence the historical, economical, political and cultural development in an interdependent world. Includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth).

**AP Human Geography:** Conforms to the College Board topics for Advanced Placement Human Geography.

[http://www.collegeboard.com/student/testing/ap/sub\\_humangeo.html?humangeo](http://www.collegeboard.com/student/testing/ap/sub_humangeo.html?humangeo)

**World History:** A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21<sup>st</sup> century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.

**AP World History:** Conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills. [http://www.collegeboard.com/student/testing/ap/sub\\_worldhist.html?worldhist](http://www.collegeboard.com/student/testing/ap/sub_worldhist.html?worldhist)

**US History:** Examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20<sup>th</sup> and 21<sup>st</sup> centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.

**AP US History:** Conforms to College Board topics for the Advanced Placement United States History Examination. Focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past.

[http://www.collegeboard.com/student/testing/ap/sub\\_ushist.html?ushist](http://www.collegeboard.com/student/testing/ap/sub_ushist.html?ushist)

**Economics:** An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.

**Government:** An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.

**AP Macro Economics:** Conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth.

[http://www.collegeboard.com/student/testing/ap/sub\\_maceco.html?macro](http://www.collegeboard.com/student/testing/ap/sub_maceco.html?macro)

**AP Micro Economics:** Conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government. *(may substitute for 45.06100)*

<https://apstudents.collegeboard.org/courses/ap-microeconomics>

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**AP Government:** Conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. [http://www.collegeboard.com/student/testing/ap/sub\\_usgov.html?usgovpol](http://www.collegeboard.com/student/testing/ap/sub_usgov.html?usgovpol)

**AP Psychology:** Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. [http://www.collegeboard.com/student/testing/ap/sub\\_psych.html?psych](http://www.collegeboard.com/student/testing/ap/sub_psych.html?psych)

**AP European History:** Conforms to College Board topics for the Advanced Placement European Examination. Focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. <https://apstudent.collegeboard.org/apcourse/ap-european-history>

**Psychology:** Psychology is the scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and research; biological foundations; change in behavior and cognition; and variability of behavior among individual and groups.

**Sociology:** This course is an introductory study in sociology, the study of social behavior and the organization of human society. Students will learn about the historical development of the field of sociology and the procedures for conducting research in sociology. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

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# South Paulding High School Curriculum Guide

## *CTAE Course Descriptions*

### *Business and Technology*

#### **Introduction to Business and Technology:**

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. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business 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. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.

#### **Business and Technology:**

Designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.

#### **Business Communication:**

Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course.

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### *Marketing*

**Marketing Principles:** Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and



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wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course.

### Marketing and Entrepreneurship:

Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful.

### Marketing Management:

Students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries.

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### *Personal Care Services (Cosmetology)*

**Intro to Personal Care Services:** This course is designed to provide the student with an opportunity to become familiar with the cosmetology profession, Georgia State Board of Cosmetology requirements, laws, rules and regulations, and introduces the fundamental theory and practices of the cosmetology profession. Emphasis is placed on professional practices and safety. Competencies for the co-curricular student organization SkillsUSA-VICA are integral components of both the core employability skills standards and the technical skills standards, and SkillsUSA-VICA activities should be incorporated throughout instructional strategies developed for the course.

**Cosmetology Services II:** After exploring the different areas of Personal Care Services in the introduction course, students may choose to pursue further training in cosmetology services. This course as well as additional advanced cosmetology courses is aligned with the Georgia State Board of Cosmetology requirements and licensure, and with the Technical College System of Georgia. This course is designed to enhance the understanding of anatomy of the skin and hair relating to the Cosmetology Industry. Students will master shampooing, permanent waving, haircutting, basic skin care, and make-up application while maintaining safety and sanitation in the workplace set forth by OSHA standards.

**Cosmetology Services III:** This course will cover haircutting, hair color, and relaxers. Both theory and practical work will be implemented for students to have basic entry level skills in the field of cosmetology. Safety and infection control will be applied throughout this course. Professional work ethics, communication skills, critical thinking skills, soft skills and professional image will be utilized during this course. This course aligns to the regulations and requirements of the State Board of Cosmetology.

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## *Teaching as a Profession*

**Examining the Teaching Profession:** Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

**Contemporary Issues in Education:** This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. (Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.)

**Teaching as a Profession Practicum:** The internship offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The internship stresses observing, analyzing, and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of special education students, maintain the safety of the students and practice professionalism and ethical behavior.

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## *Culinary Arts*

**Intro to Culinary Arts:** Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

**Culinary Arts I:** Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post secondary education or a foodservice career. Building from techniques and skills learned in Foundation of Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands on skill mastery of Culinary Arts.

**Culinary Arts II:** Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post secondary level or enter the foodservice industry as a proficient and well rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen.

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## *Therapeutic Services – Nursing*

**Intro to Healthcare:** Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

### **Essentials of Healthcare:**

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The pre-requisite for this course is Introduction to Healthcare.

### **Patient Care Fundamentals:**

This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career *Nursing Assistant*. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Upon completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant.

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## *JROTC – Army Leadership*

**JROTC Alpha/Bravo I:** This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S.

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Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

**JROTC Alpha/Bravo II II:** This course includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant\ events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

**JROTC Alpha/Bravo III:** This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 – 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

**JROTC Alpha/Bravo IV:** This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

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### *Public Safety*

**Intro to Law, Public Safety, Corrections & Security:** 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

# South Paulding High School Curriculum Guide

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.

## **Criminal Justice Essentials:**

Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e. mock trial) is encouraged to enhance standards addressed in the curriculum. The prerequisite for this course is Introduction to Law, Public Safety, Corrections and Security.

## **Criminal Investigations:**

This course is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation. This course is one of two choices that may be selected for the law enforcement pathway. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security, and Criminal Justice Essentials.

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## *Construction*

**Industry Fundamentals & Occupational Safety:** This course is the foundational course that prepares students for a pursuit of any career in the field of construction. It prepares the student for the basic knowledge to function safely on or around a construction site and in the industry in general. It provides the student with the option for an Industry Certification in the Construction Core. This course explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. Course content discusses the causes and results of accidents and the dangers of rationalizing risks. It includes the basic content of OSHA 10-hour safety standards. It also includes the basic knowledge and skills needed in the following areas: construction math, hand and power tools used in the field, general blueprints, and basics of rigging safety.

**Intro to Construction:** This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to, and develop skills to differentiate between blueprints, as is related to each individual craft area.

**Carpentry I:** This course is preceded by Introduction to Construction. This course provides the student a solid foundation in carpentry skills and knowledge. It is the third step in gaining a Level One Industry Certification in Carpentry. This course provides an overview of the building materials used in the carpentry craft. It teaches techniques for reading and using blueprints and specifications especially as related to the carpentry craft. It provides specific knowledge and skills in site layout and floor and wall framing systems. It includes the basic industry terminology for a carpentry craftsman.

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## *Automotive Technologies*

### Auto Tech I:

This course is designed as the foundational course for the Automobile Maintenance and Light Repair pathway. Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will be exposed to courses in automotive preventative maintenance and servicing and replacing brakes, and steering and suspension components. In addition, student will learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and determine necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The hours completed in this course are aligned with ASE/NATEF standards and are a base for the entry-level technician.

### Auto Tech II:

Students will learn the basic skills needed to gain employment as a maintenance and light repair technician and will expose students to automotive preventative maintenance and servicing, as well as replacing brakes, and steering and suspension components. Students will also learn general electrical system diagnosis, electrical theory, basic test requirements, and determining necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. Standards for this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The prerequisite for this course is Basic Maintenance and Light Repair.

### Auto Tech III:

Students will learn the basic skills needed to gain employment as a maintenance and light repair technician and will expose student to automotive preventative maintenance and servicing, replacing brakes, as well as steering and suspension components. Students will learn about general electrical system diagnosis, electrical theory, basic tests that are required, and determine the necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The standards in this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The prerequisite for this course is Maintenance and Light Repair 2.

[Return to CTAE Course Table](#)

## *Audio-Video Technology and Film*

### Audio-Video Technology and Film I:

This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses. The pre-requisite for this course is advisor approval.

# South Paulding High School Curriculum Guide

## Audio-Video Technology and Film II:

This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

## Audio-Video Technology and Film III:

This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

## [Return to CTAE Course Table](#)

**Work based Learning:** Work based learning is offered to Juniors and Seniors who wish to earn elective credit in a career pathway by working at a job related to their career goal. Work based learning students have the opportunity for early release from school, either for one or two periods. All students must go through an application process to be approved to be in the program. The student's grades, attendance, behavior and work ethic are all taken into consideration. Work-Based Learning provides students with opportunities for instruction in both academic and occupational skills, career exploration, and guidance in identifying employment and educational goals. Students have the opportunity to connect what they learn in school with work-site application to enable a smooth transition into the work force and/or education beyond high school.

## Computer Science

**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.

**Computer Science Principles** is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.

## AP Comp Sci

introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world.

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## *World Language Course Descriptions*

**Spanish I:** Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.

**Spanish II:** Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.

**Spanish III:** Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.

**Spanish IV:** Enhances Level Three skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures.

**AP Spanish:** Conforms to the College Board topics for Advanced Placement Spanish. <https://apstudent.collegeboard.org/apcourse/ap-spanish-language>

**Spanish for Native Speakers:** Focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

**French I:** Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures.

**French II:** Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures.

**French III:** Enhances Level Two skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of French-speaking cultures.

**French IV:** Enhances Level Three skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities to develop a broader and more extensive understanding of French-speaking cultures.

[Return to World Language Course Table](#)

# South Paulding High School Curriculum Guide

## *Fine Arts Course Descriptions*

**Music Appreciation:** Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music.

**Beginning Guitar:** Students will master beginning guitar techniques. This includes music theory (reading notes and rhythms), notes on all strings, and basic chord shapes. Students will perform different styles and genres including pop, rock, and blues. This is a *performance based* class. Performances will occur and are required throughout the course. These techniques are based off of the Georgia Performance Standards as well as our technique book which is provided. You can find a copy of the GPS at: <https://www.georgiastandards.org/standards/Pages/BrowseStandards/FineArts.aspx>

### *Band*

**Beginning Band I:** Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

**Beginning Band II:** Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences.

**Beginning Band III:** Enhances level-two skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production and analysis; includes historical and cultural contributions and influences, creative aspects of music and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble; stresses individualized learning and group experiences.

**Beginning Band IV:** Enhances level-three skills. Provides further opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

**Intermediate Band I:** Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills.

**Intermediate Band II:** Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

**Intermediate Band III:** Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

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**Intermediate Band IV:** Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision with increasingly difficult literature. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, practice strategies and group experiences.

**Advanced Band I:** Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.

**Advanced Band II:** Enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

**Advanced Band III:** Enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

**Advanced Band IV:** Enhances level-three skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress in an increasing breadth of repertoire, individual learning strategies and ensemble experiences.

**Intermediate Instrumental Ensemble I:** Offers intermediate-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

**Intermediate Instrumental Ensemble II:** Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

**Intermediate Instrumental Ensemble III:** Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

**Intermediate Instrumental Ensemble IV:** Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes

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brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

**Advanced Instrumental Ensemble I:** Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

**Advanced Instrumental Ensemble II:** Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

**Advanced Instrumental Ensemble III:** Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

**Advanced Instrumental Ensemble IV:** Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

**Advanced Jazz Band I:** Offers opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

**Advanced Jazz Band II:** Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

**Advanced Jazz Band III:** Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

**Advanced Jazz Band IV:** Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and

## South Paulding High School Curriculum Guide

influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

### *Chorus*

**Beginning Choral Ensemble I:** Provides opportunities to develop performance skills and knowledge in ensemble singing. Limited to 16 to 20 performers and may include any style period. Covers performance and production, analysis and theoretical studies, historical and cultural influences, creative aspects of music and appreciation of music. Stresses balance of individual progress and group success.

**Intermediate Choral Ensemble I:** Provides opportunities for intermediate-level performers to increase performance skills and knowledge in large group 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; offers large and small ensemble experiences.

**Intermediate Choral Ensemble II:** Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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; builds skills in reading and vocal performance.

**Intermediate Choral Ensemble III:** Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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; continues reading and performance emphasis.

**Intermediate Choral Ensemble IV:** Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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, group experiences and tone, balance and musicianship.

**Advanced Choral Ensemble I:** Provides opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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 and a variety of styles appropriate to the smaller ensemble.

**Advanced Choral Ensemble II:** Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 120 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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.

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**Advanced Choral Ensemble III:** Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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.

**Advanced Choral Ensemble IV:** Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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.

**Advanced Chorus I:** 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 Chorus II:** Enhances level-one skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

**Advanced Chorus III:** Enhances level-two skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

**Advanced Chorus IV:** Enhances level-three skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

### *Visual Arts*

**Visual Arts: Comprehensive:** Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance.

**Visual Arts – Drawing & Painting:** Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work.

**Visual Arts – Ceramics & Pottery I:** Introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration and glaze applications. Covers styles of ceramic works from Western and non-Western cultures.

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**Visual Arts – Ceramics & Pottery II:** Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.

**Visual Arts – Printmaking:** Introduces a variety of printmaking techniques using processes such as relief printing (monoprint, collograph block), intaglio processes (etching and engraving) and perigraphy (silkscreen films, stencils, block-out). Investigates the historical development of printmaking in Western and non-Western cultures. Emphasizes design elements and principles; introduces art criticism approach applied to fine art prints.

**Visual Arts – Sculpture:** Introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive and modeling methods; explores traditional and nontraditional materials for sculpted works and their sculptors.

**AP Studio Art 2D** – Conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

### *Drama*

**Theatre I:** Serves as prerequisite for other theater/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.

**Theatre II:** Enhances level-one skills by producing and studying children's theater in depth with performance opportunities.

**Theater III:** Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.

**Theatre IV:** Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.

[\*\*Return to Fine Arts Course List\*\*](#)

# South Paulding High School Curriculum Guide

## ***Health & Physical Education Course Descriptions***

**Health:** Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health.

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

**General Physical Education:** 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.

**Introduction to Team Sports:** 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.

**Intermediate Team Sports:** Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.

**Advanced Team Sports:** Provides opportunities to officiate and to enhance skills in team sports strategies.

**Weight Training:** Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits.

**Advanced Weight Training:** Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.

**Body Sculpting:** Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.

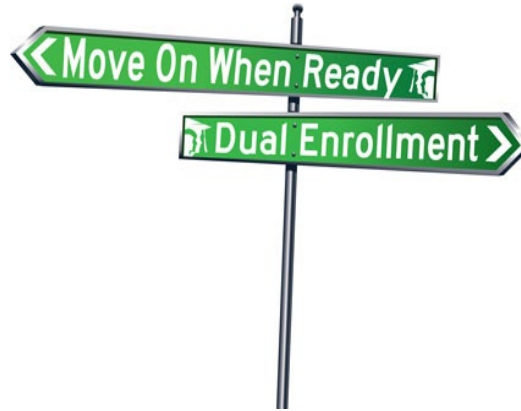
**Advanced Body Sculpting:** Provides additional opportunities to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. Promotes healthy means to body sculpting goals.

**Sports Medicine I:** Introduces techniques to prevent, recognize, evaluate, manage, treat, and rehabilitate athletic injuries.

**[Return to Health & PE Course List](#)**



## South Paulding High School Curriculum Guide



### STEPS FOR ENROLLMENT FOR MOVE ON WHEN READY (MOWR):

***\*\*Students must have an account on the GAfutures website to complete the MOWR application.***

- ✓ Sign up to take the SAT, ACT, or Accuplacer.  
Please visit the following sites to register for entrance exams:
  - SAT & Accuplacer - CollegeBoard - [www.collegeboard.org](http://www.collegeboard.org)
  - ACT- [www.act.org](http://www.act.org)
- ✓ Determine which college you would like to attend to participate in the MOWR program.
- ✓ Create an account on the GAfutures website [gafutures.org](http://gafutures.org) - ***only if you are having trouble signing into GAfutures with your old GAcollg411 information.*** If you do not remember your GAcollge411 username and password, please see your school counselor.)
- ✓ Complete the online MOWR application at the college of your choice.
- ✓ Complete the online MOWR application in GAfutures.
- ✓ Meet with your counselor to complete the MOWR participation agreement.

**\*\*YOU WILL NOT BE PERMITTED IN THE PROGRAM AT THE COLLEGE WITHOUT COMPLETION OF THE MOWR PARTICIPATION AGREEMENT FROM YOUR SCHOOL COUNSELOR\*\***

## South Paulding High School Curriculum Guide

- ✓ Once the MOWR participation agreement is completed, *PLEASE BE SURE TO TAKE THIS APPLICATION TO THE COLLEGE TO ENSURE ENROLLMENT.*
- ✓ Once you receive your schedule from the MOWR program, you must bring a copy to your school counselor.
- ✓ Complete the PCSD county packet for the MOWR program with your counselor.

### IMPORTANT NOTES:

\*\*High school schedules are built to accommodate the dual enrollment schedules at the college.

\*\*Students must also have a *GAfutures* account to obtain their HOPE GPA.

1. **A social security number MUST be added to the account for the HOPE GPA calculation and to determine HOPE eligibility.**

Students must also provide a working email address.