

Carrollton High School



**Handbook for
Rising Ninth Graders
Spring 2019**

Carrollton High School



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Spring Semester 2019

Dear Students and Parents:

The guidance counselors and the administrators of Carrollton Junior High School and Carrollton High School have prepared this booklet for you. The transition from junior high school to high school is an exciting time that can also be mixed with feelings of apprehension and confusion. We hope that this booklet will encourage you to begin to think about your high school plans and about what you might like to do after your high school education is completed, provide you with information about your options during high school and the many resources available to help you, and remind you that your success and happiness tomorrow will largely depend on the decision-making skills and knowledge you acquire on a daily basis during your high school experiences.

Many activities have been planned over the next several months to ease your transition from junior high to high school. On **January 29th**, Carrollton High School counselors will go over graduation requirements, prerequisites, and electives with students during CJHS Social Studies classes. They will send home a packet of materials for you to review and discuss with your parent or guardian. A Parent Orientation Night will be held at Carrollton High School on **February 4th, at 6:30 p.m.** in the Mabry Center for the Arts to answer any questions you may have for administrators or counselors. All 8th grade students will participate in tours of the high school later in the semester.

The eighth grade teachers will make recommendations about core courses in which each student should enroll based on prerequisites and the student's performance this year.

We encourage you to make plans now to attend the conference and parent night. If you have any questions, please call a high school counselor at 770-834-6115. We look forward to working with you and your student.

Sincerely,
Guidance Staff
Administrators

THE GOLD STANDARD

IMPORTANT DATES

January 22nd	Link to sign up for transition conferences sent home with students. Parent Night Flyer sent home with students.
January 29th	CHS Counselors meet with 8th grade students during CJHS Social Studies Classes. Handbook for Rising 9th Graders sent home with students.
February 4th	Parent Night at 6:30 p.m. in the Mabry Center for the Arts at Carrollton High School.
February 11th - February 14th	Rising 9th grade conferences at CJHS Media Center with high school counselors and administrators. These conferences will be held from 7:40 a.m. until 4:20 p.m. and will last approximately 20 minutes. In order to gain the optimum benefits from the conference, at least one parent/guardian will need to attend along with the student; otherwise, the student's course requests will not be filled until a later date. We ask that a conference time slot be requested by February 6th. A confirmation will be e-mailed as you submit your conference time.

TYPES OF DIPLOMAS

CARROLLTON CITY SCHOOLS

The following requirements for graduation will apply to current eighth graders who will be members of the graduating class of 2023.

THE GEORGIA DEPARTMENT OF EDUCATION WILL AWARD THE FOLLOWING CREDENTIALS AT GRADUATION FROM HIGH SCHOOL:

1. The High School Diploma. This document certifies that the student has satisfied attendance, unit and state assessment requirements. These requirements will include 28 Carnegie units made up of the required courses as well as any state testing requirements in effect for the graduating class.
2. The Life Skills Preparatory Diploma. This document is awarded to students with disabilities assigned to a special education program that have completed their Individual Education Programs (IEP) but may not have completed the unit requirement and/or testing requirements.

CARNEGIE UNITS

For the Class of 2023, Carrollton High School requires 28 Carnegie units for graduation with a diploma.

Georgia Milestones End-of-Course Tests

Georgia Milestones assessments will be given to students enrolled in the following high school courses: **Ninth Grade Literature, American Literature, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, U.S. History, and Economics**. These tests will be administered at the end of each semester and will count as **20%** of the student's final grade for the course.

REQUIREMENTS FOR THE HIGH SCHOOL DIPLOMA

ENGLISH Four units of English are required.

- One unit of 9th Grade Literature or Honors 9th Grade Literature
- One unit of American Literature or Honors American Literature or AP Language/American Literature
- Two additional units of English selected from the following: Multicultural Literature, World Literature or Honors World Literature, Advanced Composition, Advanced Placement Language, Advanced Placement Literature, and IB World Literature.

MATHEMATICS Four units of math are required.

- Minimum math requirements include **Coordinate Algebra/9th grade Math** and **Analytic Geometry**.
- Advanced Algebra and Pre-Calculus will also be offered.
- Math support classes will be provided for students who need assistance.
- Honors math courses are provided in 9th grade Math, Analytic Geometry, Advanced Algebra, and Pre-Calculus.
- Advanced Placement Statistics, Advanced Placement Calculus AB and BC and IB Mathematics are also offered.
 - ◆ **Students who took Accelerated Coordinate Algebra at CJHS for high school credit during the 2018-2019 school year may continue this course of study with Honors Analytic Geometry or Analytic Geometry at CHS.**

SCIENCE Four units of science are required. The science courses selected must include:

- Biology, Honors Biology, IB Biology, or AP Biology
- Physical Science or Honors Physical Science
- Chemistry, Honors Chemistry, Environmental Science, or an AP or IB Science class
- and one additional course selected from Ecology, Human Anatomy/Physiology, Forensics, Physics, Environmental Science, Advanced Placement Chemistry, Advanced Placement Biology, Advanced Placement Physics or IB Biology.

SOCIAL STUDIES Four CP units of Social Studies are required. Included in these must be:

- World History, Honors World History or AP World History;
- American Government, Honors American Government or Advanced Placement Government;
- U.S. History or Advanced Placement U.S. History or IB History of the Americas; and
- Economics or Advanced Placement Macroeconomics.

The following Social Studies courses are also offered: IB Twentieth Century History, IB Social and Cultural Anthropology, AP Microeconomics, Sociology and Psychology.

PERSONAL FITNESS AND HEALTH ½ unit of Personal Fitness (P.E.) and ½ unit of Health are required.

Three units of JROTC may substitute for this requirement.(Note this is not the Drill & Ceremonies Class.)

CAREER TECHNICAL AND AGRICULTURAL EDUCATION/MODERN LANGUAGE/FINE ARTS

A total of three units of credit from these areas are required.

- Students will need to select units in a focused area of interest (pathway).
- All students are encouraged to take two units of the same modern language. **Students planning to attend a university or other post-secondary institution must take two units of the same foreign language.** Technical institutions do not require modern language. **(If a student accepts high school modern language credit for a course taken in the eighth grade, that course will not satisfy one of the two courses the student must take in high school.)** French and Spanish are currently offered at Carrollton High School.

ELECTIVES Eight units are required.

28 UNITS TOTAL ARE REQUIRED FOR GRADUATION

A student must take at least one English, math, science, and social studies course each year in high school. Gifted students are required to take at least one Honors, AP, or IB course each year.

PLAN OF STUDY:

Carrollton High School Graduation Progress

STUDENT _____

CLASS OF 20_____

English: 4 courses required

9th grade _____

10th grade _____

11th grade _____

12th grade _____

Math: 4 courses required

9th grade _____

10th grade _____

11th grade _____

12th grade _____

Science: 4 courses required

9th grade _____

10th grade _____

11th grade _____

12th grade _____

Social Studies: 4 courses required

9th grade _____

10th grade _____

11th grade _____

12th grade _____

Health/PE: 1.0 unit total required

Check off when complete.

Personal Fitness (1/2 unit) _____

Health (1/2 unit) _____

Modern Language: 2 same language courses in high school for 4 year college admissions

Example: Spanish I and II, French I and II

CTAE/Modern Languages/ Fine Arts

PATHWAY: 3 courses in same area

Examples: Air Force JROTC, Architectural Drawing & Design, Spanish, French, Chorus, Band, etc.

Electives: 6 courses required (8 if not taking two of the same Modern Language)

28 credits are required to graduate

A GLOSSARY OF TERMS USED AT CARROLLTON HIGH SCHOOL

Advanced Placement (AP): courses that are taught on a college level of difficulty. Instructors have been certified by the College Board, and the materials and texts are also approved by the College Board. Students may take a comprehensive exam at the end of the course. If a certain score is achieved, then the student may exempt college courses for credit. **Pre-AP/IB (referred to as Honor's 2019-20 and beyond)** level courses prepare a student for AP courses.

Advisor: a faculty member who assists a student through high school. This relationship develops through various advisement meetings during the school year. This program is called Trojan Connection.

Carnegie Unit: a Carnegie unit of credit is awarded for a course of satisfactory study in which minimum clock hours of instruction time have been met.

Cumulative Record: an official document of a continual and all-encompassing nature, which contains information relevant to a student's school career.

Curriculum: the whole course of study a student takes in high school.

Elective: a course that is not within the required curriculum for a diploma. Typically, two electives are in a student's schedule per semester. Six electives are required for graduation.

Extra-curricular Activities: activities that are done outside the school day.

Grade Point Average (GPA): a cumulative average of the final grades in all the courses taken during a student's high school career. This average is refigured at the end of each grading period. Students who take high school credit for courses taken in the 8th grade will see a different Semester 1 and Cumulative GPA when they complete their first semester of high school.

International Baccalaureate (IB): a globally recognized program that better prepares students for college. Students study in six academic areas: Language; World Language; Mathematics; Science; Individuals and Society; and the Arts. Honors courses in 9th and 10th grade will prepare students for the Diploma Program in 11th and 12th grades.

Master Schedule: an appointed timetable of course offerings, subject teachers, class blocks, room numbers, and teacher assignments.

Post-Secondary: this means "after high school."

Prerequisites: requirements to enroll in a course; deemed necessary to be successful in a course.

Registration: the act of requesting specific courses and enrolling in classes.

Scheduling: the designation of a fixed order of classes in which students are scheduled throughout the school day.

Transcript: a copy of the student's course history, grades, and standardized test scores.

INTRODUCTION TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The International Baccalaureate Program is a comprehensive and challenging pre-university program of study that demands the best from both motivated students and teachers. This sophisticated two-year curriculum covers a wide range of academic subjects and has stood the test of time for over half a million students in 124 countries and 2,000 schools since 1968. Many prominent colleges find that IB Diploma Program students are among the best prepared for university study.

All students who wish to enter the IB Diploma Program will have ongoing guidance and instruction on the process, procedures, fees and deadlines from the IB Coordinator and a counselor trained in IB. Students in grades 9 and 10 will take coursework that will prepare them for the transition into IB course offerings during grades 11 and 12. Any student who is interested in the IB Diploma Program should contact Mr. Noah Brewer, IB Coordinator (noah.brewer@carrolltoncityschools.net) and/or visit the CHS IB Website (<http://bit.ly/trojanib>).

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

DISCIPLINES and COURSES offered at CHS for the Diploma Program

- Group 1: Language A1. CHS offers World Literatures
- Group 2: Language B. CHS offers Spanish
- Group 3: Individuals and societies. CHS offers History of the Americas, Social & Cultural Anthropology
- Group 4: Experimental sciences. CHS offers Biology
- Group 5: Mathematics SL
- Group 6: The arts. CHS offers Visual Arts and Music. (In lieu of taking a Group 6 course, students may choose to take an additional course from Groups 1–4)

CORE REQUIREMENTS—Diploma program activities that assist students in their academic preparation.

- **Extended essay**
The **extended essay** of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest, usually one of the student's six DP subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity - resulting in approximately 40 hours of work. It provides students with an opportunity to engage in personal research on a topic of their choice, under the guidance of a supervisor. A **world studies extended essay** will be offered.
- **Theory of knowledge (TOK)**
The interdisciplinary TOK course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The theory of knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of what they encounter.
- **Creativity, action, service (CAS)**
Creativity, action, service is at the heart of the Diploma program, involving students in a range of activities that take place alongside their academic studies throughout the IB Diploma Program. The component's three strands, often interwoven with particular activities, are characterized as follows:
 - Creativity - arts and other experiences that involve creative thinking
 - Action - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Program
 - Service - an unpaid and voluntary exchange that has a learning benefit for the student.

The IB Diploma Program

Frequently Asked Questions

How will participation in the Diploma Program (DP) impact my child's participation in extracurricular activities, such as sports, yearbook, band, or choir?

- The IB values and promotes the development of a well-balanced child. While the DP is academically demanding, students tend to be very involved with school activities, from athletics to the arts to student-government. It is commonly the case that DP students are or become leaders in the school community.

Will my student be able to take AP classes as well as IB classes?

- Yes. Beginning in their freshman year students will have the opportunity to take AP courses.

How do IB courses compare to AP courses?

- IB and AP courses are rigorous courses that equate to introductory college-level coursework. That said, IB courses focus more on depth, application, and evaluation of knowledge over breadth of study. IB assessments reflect these demands by stressing free-response and data response questions, foregoing the traditional multiple-choice format.

Do DP students have the opportunity to take electives?

- DP students do have the opportunity to take at least one elective during each year of the program. Depending on the structure of their schedule choices, some students will be able to take a second.

Is there a lot of homework in the Diploma Program?

- The Diploma Program is a rigorous college-prep program with a number of challenging courses being taken simultaneously. Given the demands of the program, a student can expect a reasonable amount of homework. Of course the amount of time spent on homework will vary according to a student's study skills and time-management skills, both of which will improve dramatically over the course of the program.

Will the Diploma Program satisfy Georgia's state graduation requirements?

- Yes. The two classes required of all students in the Diploma Program are History of the Americas, which will satisfy the state's US History requirement, and Language A, which will satisfy the state's English 11 and English 12 requirements.

Do all students who attempt the IB program earn the IB Diploma?

- No. The world-wide graduation rate is approximately 80%. The graduation rate in the United States is approximately 65%. Nonetheless, it is the journey through the program that will most benefit the student. Those who do not earn the necessary points for a diploma testify to its impact on their readiness for college.

Will the Diploma Program be too hard for my student?

- The Diploma Program was not intended just for geniuses. It was designed for strong students who are willing to commit to their studies and work hard. An honors student with a strong work ethic is well-suited for success in the DP!

How does my student enroll in the IB Program?

- Students who believe they might be interested in the IB Diploma Program or courses should contact Mr. Brewer, IB Coordinator, (noah.brewer@carrolltoncityschools.net). In the Fall of their 9th grade year, students will be asked to submit a Statement of Interest. The official application process takes place during the Fall of your student's Junior year. Please see the "Future Students" section of the CHS IB website, <http://bit.ly/trojanib>, for more details.

FREQUENTLY ASKED QUESTIONS

1. Do courses taken in the eighth grade count toward graduation?

The only eighth grade courses approved by the local school board for high school credit at this time are Spanish I, Honors Coordinate Algebra, Physical Science, and World History. **Students who accept credit for eighth grade Spanish must still take two units of the same modern language in high school. Students who accept credit for Accelerated Coordinate Algebra, Pre-AP World History, and/or Pre-AP Physical Science in 8th grade must still complete 4 units of math, social studies, and science at the high school.**

2. If I fail a course, do I have to go to summer school?

If you fail a course, you can possibly take it during the next school year or sign up for credit recovery after school. You should discuss this with your school counselor which will be Ms. Mason (beginning of alphabet), Ms. Paulk (middle of alphabet), or Mr. Hobson (end of alphabet).

3. How can I get extra help in a course that I am finding difficult?

There are several opportunities. (1) Talk with the teacher and arrange for extra time with him/her before or after school. (2) Ask your guidance counselor or graduation coach for tutoring assistance. (3) Discuss with your counselor ways to improve your study habits. May also attend the BRIDGE after school program (free) to get extra help with your classes.

4. Can students leave school for lunch?

No. The cafeteria offers a wide variety of lunch offerings. Students may choose from a hot meal, salad bar, café a la carte items, and pizzas. The current price for a regular student lunch is \$2.20; however, the a la carte items may have an additional price. Ice cream is available for an extra price. Breakfast is available on campus as well. Prices will be included in the CHS Handbook in the Fall.

5. How long will the class periods be, and how many minutes will there be between class periods?

Under block scheduling, classes are 90 minutes long with approximately 7 minutes between class periods.

7. What is the dress code?

This information is clearly stated in the high school student/parent handbook in the section regarding rules of conduct. Student/parent handbooks are issued on the first day of school and should be read thoroughly.

8. How does a student check out of school for an appointment or other purpose?

Students needing to check out must present a note from the parent/guardian to the attendance office prior to 10:00 a.m. The note must contain date, time of check-out and an accessible daytime phone number. Notes may be submitted by a student, email or fax (770-836-2836). If it is necessary for a student to check out more than three times a semester, a parent will be required to come to the attendance office to check out the student. **Parents/Guardians will not be able to check students out by telephone.**

9. How long does a student have to make up work when he/she is absent?

For a lawful excuse, the student has the same number of days that were missed to make up the work.

10. How do I join a club in high school?

In your student/parent handbook will be information regarding the club options, sponsors, and places and times the club meets. We encourage your active participation. Listen to the intercom announcements for more information.

11. What do I do if I want to change a class?

The student must make a request for class change no later than the second day of each semester. The request must be made to the administrator in charge of curriculum. There must be a sound educational reason for the request to be honored.

12. When do I know what my schedule is?

Schedules will be available for pick up in late July on Trojan Business Day. You will have an opportunity to come to the school on Trojan Business Day to take care of fee payments and to walk around the building. Information for Trojan Business Day will be mailed to you in the summer.

13. What kind of schedule does the high school use?

We use a 4x4 schedule meaning students have 4 - 90 minute classes in the Fall and 4 others in the Spring. In many cases, students have 2 academic classes each semester and 2 elective classes.

HOPE SCHOLARSHIP, ZELL MILLER SCHOLARSHIP, AND HOPE GRANT

Georgia's HOPE Scholarship is available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to assist students with the educational costs of attending a HOPE eligible college or university located in Georgia. Variations of the scholarship include the Zell Miller Scholarship and the HOPE Grant.

As soon as you begin earning high school credits, you begin to establish your high school GPA and your HOPE GPA. Your high school GPA is an average of your grades in *all* of the courses you have attempted. Your HOPE GPA is an average of your grades in *only your core courses* and some foreign language courses. Maintaining a HOPE GPA of a 3.0 or higher is one of the main eligibility requirements for earning the HOPE Scholarship. For more information regarding the award amounts and eligibility criteria associated with the HOPE Scholarship, Zell Miller Scholarship, and HOPE Grant, please visit GaFutures.org. Also, beginning the second semester of your 9th grade year, you will be able to view your HOPE GPA through GaFutures.org.

DUAL ENROLLMENT OPPORTUNITIES

Georgia high school students now have the opportunity to earn free college credits through the state's Dual Enrollment program. Through the program, eligible students can enroll in classes at West Georgia Technical College or the University of West Georgia. These classes are part of the student's high school schedule. Credits earned count towards their high school graduation requirements and are also documented on a college transcript. While some opportunities exist for 10th grade students to participate, the majority of students dual enroll their 11th and 12th grade years.

If you are interested in more information, please schedule a time to meet with your student's counselor. Information nights are also hosted each semester and general information is available at <https://www.gafutures.org>

GENERAL NOTES

1. The Carrollton High School Student/Parent Handbook is a comprehensive document that includes many topics regarding high school life. You are encouraged to read this booklet and keep it for any future reference. The student/parent handbook will be distributed to the students the first day of school.
2. Progress reports are given to students in each course at the end of each month. Students are instructed to show them to a parent/guardian, obtain their signature, and return the progress reports to the appropriate teacher.
3. If a parent would like a parent-teacher conference, the conference may be arranged by calling the front office (770-834-7726) or the guidance office (770-834-6115). The guidance counselors will assist in coordinating conferences that require several teachers to attend.
4. Please note that while CHS is registering students in the spring for ninth grade, their graduation from eighth grade and promotion to ninth grade is pending successful completion of eighth grade requirements.
5. All information contained in this booklet is accurate as of the date of printing. We will notify parents and students if changes in information occur after that date.

PREREQUISITES FOR NINTH GRADE COURSES REGISTRATION FOR 2019-2020

Carrollton Junior High School teachers will make course recommendations based upon a student's knowledge of content, work ethic, standardized test scores and scores on benchmark exams. The following are guidelines to assist in making these recommendations.

ENGLISH/LANGUAGE ARTS

Multicultural Literature/Composition

Prerequisite: Teacher Recommendation based on 8th grade performance and prior culminating assessments.

Multicultural Literature integrates writing, grammar, literature, research, listening, speaking, collaborating, and critical thinking skills. Throughout the course, students will develop writing skills that are critical for success in all academic areas. This course is designed to give students the fundamentals necessary to achieve success in grammar and mechanics, sentence structure, paragraphs and writing. We will utilize root words in vocabulary units, and will frequently practice EOC-style reading passages with questions, reading comprehension, and test-taking skills. This course will include a wide variety of texts: fiction and non-fiction, poetry and research material. Students will incorporate various elements of literature as they analyze texts and make connections between reading content and their own lives.

Ninth Grade Literature/Composition

Prerequisite: Teacher Recommendation/Successful completion of 8th grade academic English or below 85 in Honors 8th English

This course introduces major forms of fiction and non-fiction: short stories, epics, poetry, drama, essay, biography, autobiography, and the novel. This course also emphasizes literature appreciation, grammar study, language usage and mechanics, vocabulary development, and speaking and listening skills. Emphasis is upon evaluation of these forms through the application of literary elements. Students will be expected to develop composition through literary analysis.

Honors Ninth Grade Literature/Composition

Prerequisite: Teacher Recommendation/At least a 90 average in 8th grade academic English or an 85 in 8th grade Honors English

This is a course designed to provide the college-bound freshmen with intense study in the craft of writing, vocabulary, and critical reading along with a review of grammar and usage. Research and extensive reading are required.

SCIENCE

Ecology

Prerequisite: Teacher Recommendation based on 8th grade performance and prior culminating assessments.

Ecology is the scientific study of the distribution and abundance of life and interactions between and among organisms and their environment, including the impact of human activities on the natural world. The course draws primarily on biology concepts including the characteristics of life, biochemistry, and cell structure. The curriculum also includes a laboratory component which incorporates the application of measurement and problem solving.

Biology

Prerequisite: Teacher Recommendation/Satisfactory score in 8th grade science

This is a ninth grade lab course in which students study the nature of life, continuity of life, and a representation of organisms in the Six-Kingdom System of Classification.

Honors Biology

Prerequisites: Teacher Recommendation/"A" average in 8th grade science. This course is also for students that successfully completed Pre-AP Physical Science in 8th grade and intend to pursue either AP or IB coursework at the high school level.

This course is an accelerated and advanced academic lab class in which students will study the characteristics and relationships of living things and viruses. The course content includes biological/medical nomenclature, ecosystems, biochemistry, cells, the microscope, meiosis, mitosis, genetics, evolution and the classification of life in the six kingdoms. Higher order thinking skills will be emphasized.

Honors Physical Science

Prerequisites: Teacher Recommendation/"A" average in 8th grade science.

This course is a high school laboratory course covering both chemistry and physics fundamentals designed for students working at a higher level of academic rigor. Science develops thinking, problem-solving and lifelong learning skills. A variety of methods will be employed to achieve this objective: classroom lecture, problem-solving, laboratory work, and both collaborative and independent projects, with a strong focus on reading, technical writing and technology integration. Critical thinking and reasoning skills will be emphasized strongly.

MATHEMATICS

Foundations of Algebra

Prerequisite: Teacher Recommendation based on 8th grade performance and prior culminating assessments for grades 5 – 7; Below 79 in 8th grade math .

This class is a first year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need substantial support to bolster success in high school mathematics. The course is aimed at students who have reported low standardized test performance in prior grades and/or have demonstrated significant difficulties in previous mathematics classes.

9th grade Math

Prerequisite: Teacher Recommendation/Satisfactory score (80 and above) in 8th grade math or below 90 in Honors 8th grade math.

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. This course uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors 9th grade Math

Prerequisite: Teacher Recommendation/90+ in 8th grade Honors Math

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Students also further their data analysis skills by comparing and contrasting data sets through a variety of representations. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity and lead into a formal discussion of parallel, perpendicular, distance, midpoints, and partitioning of segments as algebra based concepts. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make quantitative sense of problem situations. Because participants in the course are expected to move on to IB and AP Courses, the work samples they produce are expected to display a very high level of mathematical detail, clear and accurate explanations (including use of mathematical terminology), and rigor that would be acceptable to an IB or AP grader.

Honors Analytic Geometry

Prerequisite: Teacher Recommendation/Successful completion of Accelerated Coordinate Algebra at CJHS/Intent to Pursue IB Diploma

The focus of Honors CCGPS Analytic Geometry is organized into 7 critical areas. Students are expected to organize their mathematical arguments into formal and semi-formal proofs as they relate to similarity and congruence (particularly for triangles). Concepts of similarity will be extended. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Students will apply methods from probability and statistics to draw inferences and conclusions from data. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Because participants in the course are expected to move on to IB and AP Courses, the work samples they produce are expected to display a very high level of mathematical detail, clear and accurate explanations (including use of mathematical terminology), and rigor that would be acceptable to an IB or AP grader.

SOCIAL STUDIES

World History

Prerequisite: Teacher Recommendation/Satisfactory score in 8th grade Georgia studies

This course is specifically designed to help the student gain insight into the development of the modern world. The course is a survey of world history up to the twentieth century.

Honors World History

Prerequisite: Teacher Recommendation/"A" average in 8th grade Georgia studies

This accelerated course is specifically designed to help the more advanced student develop insight into the development of the modern world. The course is a survey of world history up to the twentieth century. Research and more extensive reading will be required.

AP World History

Prerequisite: Teacher recommendation/ 95 or above in 8th grade Georgia studies and excellent writing and critical thinking skills.

This Advanced Placement course is the equivalent of an introductory college course in world history, and students will be expected to take the corresponding AP exam in May. The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence.

Honors Government

Prerequisite: Teacher Recommendation/Successful completion of Pre-AP World History in 8th grade.

This accelerated course is designed to examine the institutions and politics of the United States Government. Topics explored include foundations of the American government, citizen involvement and participation, institutions of national government, and civil liberties and civil rights. Research and extensive reading will be required.

AP Government

Prerequisite: Teacher Recommendation/"A" average in Pre-AP World History in 8th grade.

This course is the equivalent of a college level introductory class in American Government. The focus of this class is to prepare students to take the College Board Advanced Placement exam in May. The goal of the course is to contribute to an overall understanding of the American political system, its traditions, values, framework, and to understand how its components work together smoothly for the most part but at times with substantial conflict. Considerable and extensive research, reading, and writing will be required.

HEALTH and P.E.

Health and Personal Fitness

Required course; no prerequisite

A half unit of Health is required of all students. The course explores the mental, physical, and social aspects of life and how each contributes to total well-being. The course offers instruction in the areas of mental health, nutrition, safety, disease prevention, substance abuse, and consumer and community health.

A half unit of Personal Fitness (P.E.) is required of all students. It is designed to offer instruction and knowledge in the area of lifetime activities, team sports, track and field, recreational games, and general physical education.

Three units of Air Force ROTC may be substituted for this requirement.(Not including the Drill & Ceremonies class.)

CAREER/TECHNICAL ELECTIVES

Introduction to Business & Technology

The course is designed for high school students as a gateway to the career pathways and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. 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.

Introduction to Digital Technology

Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems 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.

Audio-Video Technology Film

This course is designed to introduce students to basic theory, practice, and operations of a television studio, the portable camera, videotape editing, and television writing. Laboratory experiences in a state-of-the-art television studio will familiarize the student with the equipment involved in broadcasting video.

Introduction to Graphics and Design (Graphic Communication)

This course introduces students to the fundamentals of graphic design and offset printing. Students will learn to use advanced computer programs and printing equipment in the state-of-the-art graphic arts lab to design and produce a variety of projects, including personal notepads and stationery, spirit buttons, and more.

Introduction to Drafting & Design

This class introduces basic mechanical drawing and using the latest Autodesk software to include AutoCad, and Mechanical DeskTop. The student will learn two-dimensional and three-dimensional wireframe drawing as well as creating solids for parametric designs. Students will learn architectural design concepts by creating residential floor plans using Architectural DeskTop.

Introduction to Healthcare Science Technology

This course is designed to introduce students to healthcare and equip them with basic, fundamental knowledge and skills. Students will become acquainted with the various career opportunities, attitudes, expectations, and responsibilities of healthcare professionals. Course content will also teach such necessary skills as safety, body mechanics, clear, effective communication, basic medical terminology, basic anatomy and physiology, and various hands-on clinical skills. There is also a strong focus on professionalism and responsibility, ethics, organization, and critical thinking.

Aerospace Science (AFJROTC)

This course provides citizenship and leadership education and an aerospace science program for high school students. Classroom study includes the heritage, principles and requirements of flight; the aerospace environment and industry; and space environment, programs and technology. Students are also introduced to military customs; citizenship in the U.S.; elements of health, fitness and wellness; basic drill and ceremonies; and effective communications, human relations and life skills. Uniforms and books are provided by the Air Force. Opportunities for field trips and community activities are also provided.

Introduction to Culinary Arts

This course is 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.

Foundations of Engineering and Technology (STEM)

Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation.

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.

GENERAL ELECTIVES FOR NINTH GRADERS

Advanced Weight Training

This elective course is designed to provide advanced weight training and conditioning instruction to males. It does not replace the Personal Fitness requirement for graduation. Students who wish to take both this class and personal fitness/ health may take both.

Advanced Weight Training for Girls

This elective is designed to provide advanced weight training and conditioning instruction to female students. It does not replace the Personal Fitness requirement for graduation. Students who wish to take both this class and personal fitness/ health may take both.

Physical Conditioning

This elective class for females will place an emphasis on total wellness that will include strength, endurance, cardiovascular fitness, flexibility, body composition, goal setting and nutrition. Activities include: walking, jogging, kick boxing, Pilates, power yoga and Tai-bo. It does not replace the Personal Fitness requirement for graduation. Students who wish to take both this class and personal fitness/ health may take both.

Visual Arts/Comprehensive I

The course will include drawing/figure drawing (pastels, pencils, pen and ink, charcoal, etc.), in-depth study of the principles and elements of art, color theory, painting (acrylic, tempera, watercolor, etc.) as well as certain areas of design, printmaking, and graphic studies. It will also cover pottery, ceramics, mask making, plastic face casts, paper mache, celluclay, sculpture, bookmaking and papermaking. Art history and various art movements will be highlighted throughout the course.

Chorus I

Techniques for stage and voice are studied and thus applied in various performing ensembles such as dramatic productions, vocal ensembles and concert choir experience.

Dramatic Arts/Theatre I offers the student engaging, challenging and creative projects that provide an introduction to theatre basics—from improv and character development to writing and directing- to creating props and planning and building sets.

Advanced Band

First term includes instruction in marching, fundamentals, marching shows and festivals, and a Christmas concert. Second term focuses on concert music such as Grade Levels III and IV in the GMEA Handbook. Performances include at least one concert festival, as well as winter and spring concerts.

Speech/Debate is taken with Oral/Written Communication Speech I

This course introduces critical thinking and speaking skills through the detailed study of forensic evidence. It emphasizes the understanding of various forensic speaking formats while applying reasoning, research, and delivery skills. Participation in two weekend activities is required.

Oral/Written Communication is taken with Speech/Forensics Debate I

The fundamentals of speech are emphasized: how to prepare, write and deliver a speech on a topic of a general nature. The student will deliver speeches beginning with a one-minute speech.

French I

Prerequisite: "A" or "B" average in 8th grade Honors English; "A" average in 8th grade academic English

French I is a course for academic students in grades 9-12. This course is a study of the basics of the French language with emphasis on developing proficiency in the areas of speaking, listening, reading, and writing. The culture and history of France and French speaking countries are also studied.

Spanish I

Prerequisite: An average of "A" in 8th grade Academic English, or an average of "A" or "B" in 8th grade, Honors English for 9th grade students.

Spanish I is a study of the basic skills of the Spanish language including pronunciation, listening and comprehension, simple conversation, grammar, reading and writing. Emphasis is on developing proficiency and a solid foundation the language. The culture and geography of Spanish-speaking people will also be studied.

Spanish II

Prerequisite: Spanish I at CJHS

The student will improve the basic skills acquired in the Spanish I course adding more complex grammatical structures. Emphasis is on increasing vocabulary and proficiency through reading, writing, and conversation. Different aspects of the Spanish culture will be integrated throughout the course.

**CARROLLTON HIGH SCHOOL
COURSE LISTINGS 2019-2020**

Language Arts

Multicultural Literature
9th Grade Literature
Honors 9th Grade Literature
World Literature
Honors World Literature
American Literature
Honors American Literature
AP Language/American Literature
Advanced Composition
AP Language
AP Literature
IB World Literature SL/HL
English Language Learner I-IV (ELL)

Social Studies

World History
Honors World History
AP World History
Government
Honor's Government
AP Government
U.S. History
AP U.S. History
Economics
AP Macroeconomics
AP Microeconomics
IB History of the Americas HL
IB Twentieth Century History HL
IB Social & Cultural Anthropology SL

Fine Arts

Visual Arts I & II
Drawing I & II
Painting I & II
AP Studio Art/IB Visual Arts
Band
Chorus/Music Theory
Performing Arts/Theater
Public Speaking

Mathematics

Foundations of Algebra
9th grade Math
Honors 9th grade Math
Analytic Geometry
Analytic Geometry w Support
Honors Analytic Geometry
Advanced Algebra
Advanced Algebra w Support
Honors Advanced Algebra
Pre-Calculus
Honors Pre-Calculus
Statistical Reasoning
AP Statistics
AP Calculus AB
AP Calculus BC
IB Math SL

Science

Ecology
Biology
Honors Biology
Physical Science
Honors Physical Science
Environmental Science
Forensics
Chemistry
Honors Chemistry
Physics
Human Anatomy Physiology
AP Biology
AP Chemistry
AP Physics 1
IB Biology SL/HL

Modern Languages

Spanish I, II, III, and IV
French I, II, and III
IB Spanish SL/HL

IB Theory of Knowledge

Technology /Career Pathways

Air Force JROTC JROTC I *Drill and Ceremonies JROTC II JROTC III JROTC IV	Engineering & Technology Foundations of Engineering & Technology Engineering Concepts Engineering Applications *Southwire Engineering Academy
Architectural Drawing & Design Intro to Drafting & Design Architectural Drawing & Design I Architectural Drawing & Design II *Approved internship available during 4 th year	Graphic Communication Intro to Graphics & Design Graphic Design & Production Advanced Graphic Output Processes *Approved internship available during 4 th year
Audio-Video Technology Film Audio-Video Technology Film Audio-Video Technology Film II Audio-Video Technology Film III *Approved internship available during 4 th year	Health Science Intro to Healthcare Science Essentials of Healthcare Allied Health & Medicine *Approved internship available during 4 th year
Business Accounting/Financial Services Intro to Business & Tech Financial Literacy Banking and Investing	Information Technology Introduction to Digital Technology Computer Science Principles AP Computer Science or Programming, Games, Apps, and Society
Culinary Arts Intro to Culinary Arts Culinary Arts I Culinary Arts II *Approved internship available during 4 th year	Teaching as a Profession Examining the Teaching Profession Contemporary Issues in Education Teaching as a Profession Practicum

*related course or internship possibilities with pathway completion

MISCELLANEOUS ELECTIVES:

Journalism (Yearbook) (11th/12 grade only)
 Oral/Written Communication I-IV (Speech)
 Speech Forensics I-IV (Debate)
 SAT Preparation (upperclassmen only)

Psychology (11th/12th grade only)
 Sociology (11th/12th grade only)
 AP Human Geography
 AP Psychology (11th/12th grade only)

OTHER PATHWAYS: Advanced Academic, Fine Arts, and World Language

OTHER ELECTIVES:

Health and Physical Education
 Health/Personal Fitness
 Team Sports/Lifetime Sports
 Advanced Weight Training (Girls)
 Advanced Weight Training (Boys)
 Physical Conditioning (Girls)

Work Based Learning
 Internship
 Southwire Engineering Academy

Dual Enrollment Program
 UWG College Courses
 West Georgia Technical Courses