

# Welcome to Centennial High School

## *Home of the Knights*



*We empower students to discover, think, and succeed.*

### **Curriculum Guide Directory**

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*\*Students and parents are encouraged to visit the [GACollege411](http://GACollege411.com) website to determine which courses currently count towards HOPE Scholarship eligibility.*

*More information about scheduling, academic placements, and graduation resources are available at [www.mycentennialcounseling.com](http://www.mycentennialcounseling.com)*

## CENTENNIAL HIGH SCHOOL FRESHMEN COURSE OFFERINGS

### WELCOME TO CENTENNIAL HIGH SCHOOL

Every freshman takes **six** classes each semester. Four of the classes each semester are **required** core classes. These yearlong **required** classes are Language Arts, Mathematics and Biology. The **required** semester-long classes (that create your fourth class) are General Health and American Government. Scheduling needs determine the semester that students will take each one.

FALL SEMESTER	SPRING SEMESTER
English	English
MATH	MATH
BIOLOGY	BIOLOGY
GENERAL HEALTH	AMERICAN GOVERNMENT

Each freshman may select an additional two classes, as electives, to complete the schedule. There are three combinations for completing your schedule of six classes each semester. You may choose two additional yearlong classes, one yearlong and two one-semester classes, or four one-semester classes. In this handbook, course descriptions indicate the length of the course.

#### Example of Two Yearlong Courses

FALL SEMESTER	SPRING SEMESTER
MUSIC	MUSIC
FOREIGN LANGUAGE	FOREIGN LANGUAGE

#### Example of One Yearlong Course and Two One-Semester Courses

FALL SEMESTER	SPRING SEMESTER
MUSIC or FOREIGN LANGUAGE	MUSIC or FOREIGN LANGUAGE
SEMESTER ELECTIVE	SEMESTER ELECTIVE

#### Example of Four One-Semester Courses

FALL SEMESTER	SPRING SEMESTER
SEMESTER ELECTIVE	SEMESTER ELECTIVE
SEMESTER ELECTIVE	SEMESTER ELECTIVE

*Choose your elective classes carefully* so that you will not be disappointed with your final schedule. While every attempt is made to accommodate your first choices, due to scheduling needs, this may not be possible. Thus, all of your choices are important.

Your eighth grade teachers and the counselors can provide you with the most appropriate assistance, should you have further questions. We look forward to working with you at Centennial High School.

**SCHEDULE CHANGES WILL NOT BE MADE TO ACCOMMODATE ELECTIVE CHOICES IF 1<sup>ST</sup> ELECTIVE CHOICE IS NOT AVAILABLE IN THE SCHEDULING PROCESS.**

Reasons for 1<sup>st</sup> elective choices not appearing on the final schedule in the Fall:

1. Choice conflicts with required course.
2. Choice is overloaded (upper class students are given first choice of electives since ninth graders have four years to obtain electives).
3. Semester long choices may not be offered the same period both semesters.

**All ninth graders will be scheduled for the following courses:**

➔ **ENGLISH/LANGUAGE ARTS:** English graduation Requirement

Regular Placement:

- Students who have completed regular eighth grade language arts should be placed in regular ninth grade language arts.

Honors Placement:

- Students who have completed advanced eighth grade language arts with an A or B may be placed in honors ninth grade language arts with teacher recommendation.
- Students who have completed advanced eighth grade language arts with a C should be placed in honors ninth grade language arts **only** if they are strongly recommended by the eighth grade teacher and have a score at or above the 86<sup>th</sup> percentile on reading comprehension on the Iowa Test of Basic Skills, and complete a satisfactory writing sample.
- Students who have completed regular eighth grade language arts may be placed in honors ninth grade language arts if they meet the following criteria: honors recommendation and approved writing sample and other criteria as determined by the Fulton County Board of Education.

➔ **GENERAL HEALTH:** Health and Physical Education graduation requirement

➔ **MATHEMATICS:** Math graduation requirement

Regular Placement:

- CCGPS Coordinate Algebra
- CCGPS Coordinate Algebra with an additional period of Support Math

Honors Placement:

- CCGPS Accelerated Coordinate Algebra H
- GPS Accelerated Geometry H (if GPS Accelerated Algebra was successfully completed in eighth grade)
- GPS Geometry H (If GPS Algebra was successfully completed in eighth grade)

➔ **BIOLOGY OR HONORS BIOLOGY:** Science graduation requirement

➔ **AMERICAN GOVERNMENT:** SOCIAL STUDIES graduation requirement

It is the policy of the Fulton County School System not to discriminate on the basis of race, color, sex, religion, national origin, age, or disability in any employment practice, educational program, or any other program, activity, or service. If you wish to make a complaint or request accommodation or modification due to discrimination in any program, activity or service, contact Compliance Coordinator at 786 Cleveland Avenue, SW, Atlanta, Georgia 30315, or phone (404) 763-4585. TTY 1-800-255-0135.

### **IMPORTANT REGISTRATION FACTS:**

- ❖ **Class allotments are based on your course selection. Please choose your classes carefully.**
- ❖ **Schedule changes are made only if a student is academically misplaced.**
- ❖ **Do not lock yourself into five or six academic classes unless you are a strong academic student.**
- ❖ **Use your electives during the ninth grade to explore career technology and other areas.**

**REMEMBER: YOUR ALTERNATE COURSE CHOICES MAY BE USED IF YOUR FIRST CHOICE CLASS IS FULL.**

## Graduation Requirements for the Class of 2012 and Beyond

**A total of 23 units are required to meet graduation requirements**

<b>Requirements</b>	<b>Courses</b>
<b>Four (4) Units of English/Language Arts</b>	<ul style="list-style-type: none"> <li>▪ 9<sup>th</sup> Grade Literature – 1 unit</li> <li>▪ 10<sup>th</sup> Grade Literature – 1 unit</li> <li>▪ 11<sup>th</sup> Grade/American Literature – 1 unit</li> </ul>
<b>Four (4) Units of Mathematics</b>	<p><b>And one of the following senior English options:</b></p> <ul style="list-style-type: none"> <li>▪ AP Lit/Composition – 1 unit</li> <li>▪ College English – 1 unit</li> <li>▪ World Lit/Composition - .5 unit <u>with either</u> <ul style="list-style-type: none"> <li>▪ British Lit/Composition - .5 unit</li> <li>▪ Multicultural Lit/Composition - .5 unit</li> </ul> </li> </ul> <p><b>And one of the following math options:</b></p> <ul style="list-style-type: none"> <li>▪ Integrated Algebra II/GHSGT – 1 unit</li> <li>▪ Adv Mathematical Decision Making – 1 unit</li> <li>▪ Integrated Trigonometry – 1 unit</li> <li>▪ AP Calculus AB/BC – 1 unit</li> <li>▪ AP Statistics – 1 unit</li> <li>▪ College Calculus II and III (via GA Tech) – 1 unit</li> </ul> <p><u>2008 Freshmen with Geometry Completed</u></p> <ul style="list-style-type: none"> <li>▪ Algebra II – 1 unit</li> <li>▪ Pre Calculus – 1 unit</li> <li>▪ AP Calculus – 1 unit</li> <li>▪ College Calculus II and III – 1 unit</li> </ul>
<b>Four (4) Units of Science</b>	<ul style="list-style-type: none"> <li>▪ Biology – 1 unit</li> <li>▪ Physical Science – 1 unit <b>Or</b></li> <li>▪ Physics – 1 unit</li> <li>▪ Chemistry – 1 unit <b>Or</b></li> <li>▪ Environmental Science – 1 unit <b>Or</b></li> <li>▪ Earth Science – 1 unit <b>Or</b></li> <li>▪ Any AP Science course – 1 unit</li> </ul> <p><b>And one of the following science or CTAE course options (not previously taken):</b></p> <ul style="list-style-type: none"> <li>▪ Any AP Science Course – 1 unit</li> <li>▪ AP Computer Science (CTAE) – 1 unit</li> <li>▪ Astronomy – 1 unit</li> <li>▪ Chemistry – 1 unit</li> <li>▪ Earth Science -1 unit</li> <li>▪ Environmental Science – 1 unit</li> <li>▪ Food Nutrition through the Lifespan (CTAE) – 1 unit</li> <li>▪ Food Science (CTAE) – 1 unit</li> <li>▪ Human Anatomy and Physiology – 1 unit</li> <li>▪ Physical Science – 1 unit</li> <li>▪ Physics – 1 unit</li> </ul>
<b>Three (3) Units of Social Studies</b>	<ul style="list-style-type: none"> <li>▪ World History – 1 unit</li> <li>▪ American History – 1 unit</li> </ul> <p>▪ Economics - .5 unit</p> <p>▪ American Government - .5 unit</p>
<b>One (1) Unit of Health and Physical Education</b>	<ul style="list-style-type: none"> <li>▪ General Health – .5 unit</li> </ul> <p>▪ Personal Fitness – .5 unit</p> <p><i>(Three units of JROTC may be used to address the Physical Education requirement only)</i></p>
<b>Three (3) units required from CTAE and/or World Language and/or Fine Arts</b>	<ul style="list-style-type: none"> <li>▪ <b>CTAE</b> (students planning to qualify as a pathway completer must complete the 3 required courses in a designated pathway)</li> <li>▪ <b>Fine Arts</b></li> <li>▪ <b>World Language</b> (students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take a minimum of two units of the same world language.)</li> </ul>
<b>Four (4) additional elective units:</b> Electives may be academic or non-academic courses	

# **NINTH GRADE CURRICULUM GUIDE**



## **ENGLISH/LANGUAGE ARTS**

### **NINTH GRADE LITERATURE/COMPOSITION**

23.0610000

LENGTH OF COURSE: Yearlong

Ninth Grade Literature and Composition is a study of literary genres. Students will continue to develop vocabulary and to apply effective reading strategies to a wide variety of literary and informational texts; to learn characteristics of basic literary genres including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing. This course prepares students for college.

### **NINTH GRADE LITERATURE/COMPOSITION HONORS**

23.0610040

LENGTH OF COURSE: Yearlong

This course requires teacher recommendation which may be based on the following: approved writing sample, standardized test scores, and academic achievement. The honors level course has higher expectations and more rigorous coursework than the college preparatory level including mandatory summer reading. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and a desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program. Ninth Grade Literature and Composition is a study of literary genres. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn characteristics of basic literary genres including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing.

## **MATHEMATICS**

### **CCGPS Coordinate Algebra**

27.0971000

The fundamental purpose of Coordinate Algebra 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. Coordinate Algebra 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.

### **Accelerated CCGPS Coordinate Algebra Honors**

27.0975040

The fundamental purpose of Accelerated CCGPS Coordinate Algebra Honors 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. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The next unit in the course ties together the algebraic and geometric ideas studied. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines and rounds out the course. 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.

### **Accelerated CCGPS Analytic Geometry Honors**

27.0976040

The focus of Accelerated CCGPS Analytic Geometry B / Advanced Algebra is organized into 10 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional

probability. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. 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.

### **CCGPS Analytic Geometry Honors**

27.0972040

The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. 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.

## **SCIENCE**

### **BIOLOGY**

26.0120000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

Biology is a two-semester course in which the student will develop scientific process skills and laboratory techniques. The biological areas covered are biochemistry, living systems, cellular biology, genetics, organic variation and taxonomy. **This course is required for graduation.**

### **HONORS BIOLOGY**

26.0120040

LENGTH OF COURSE: Yearlong

PREREQUISITE: Life Science > 95 or TAG Life Science > 87, or TAG Physical Science > 87 and Physical Science > 95 or Advanced Physical Science > 87 by the end of Fall semester.

Biology is a two-semester course in which the student will develop scientific process skills and laboratory techniques. The biological areas covered are biochemistry, living systems, cellular biology, genetics, organic variation and taxonomy. Honors Biology is a course designed for the advanced academic student who has the ability to critically analyze and apply biological concepts, the ability to gain information on the scientific processes through critical reading, and one who possesses strong organizational skills. This challenging course focuses on cytology, ecology, genetics, organic variation, taxonomy, microbiology, botany, and zoology. **Honors Biology students are required to complete an in-depth, individual literature review and research paper during the first semester.**

## **SOCIAL STUDIES**

### **AMERICAN GOVERNMENT**

45.0570005

LENGTH OF COURSE: One Semester: Will be offered both semesters

This is an introduction to the study of American government and politics. Each branch of the United States government is emphasized. Citizenship rights and responsibilities make up a core element of the class. **This course is required for graduation.**

### **AP Human Geography**

45.0770010

LENGTH OF COURSE: One semester: will be offered S2 only

Human Geography is a branch of geography that deals with the way humans interact with their environment. The course is broken down into two categories: Cultural Geography and Economic Geography. We deal with demographics, migration, linguistics, religion, political geography, urbanization and industrialization. It's the perfect course for students interested in what's happening in the world now! **Specific Skills for Success:** The two skills that are important to have are above average reading abilities and above average writing skills. **Out of Class Commitments:** Students will be **required** to complete a summer reading assignment. Additionally, students have homework most nights of the week including weekends. This is a course for college credit (based on AP exam scores) and will be more rigorous than a middle school TAG course or a high school honors course.

## HEALTH AND PHYSICAL EDUCATION



### GENERAL HEALTH

17.0110001

LENGTH OF COURSE: One Semester

Introduces personal health and decision making skills, mental health, emotions, stress, alcohol, drug and tobacco use/abuse, cancer, first aid, rescue techniques and sex education. **This course is required for graduation.**

### GENERAL PE I

36.0110001

LENGTH OF COURSE: One Semester

PREREQUISITE: None

Introduces the rules, skills and strategy of basketball, volleyball, speedball (combination of football, basketball and soccer), team handball, badminton, frisbee games, flag football, field hockey, tennis, soccer, and softball.

### WEIGHT TRAINING\*

36.0540001

LENGTH OF COURSE: One Semester

Taught to enhance the student's muscular strength and endurance. The students will gain knowledge in fitness concepts such as frequency, intensity, duration, sets, and repetitions. Cardiovascular training is also included.

**\*Recommended for all freshmen athletes**



## CAREER AND TECHNICAL EDUCATION

The mission of Centennial High School's Career Technology Education Department is to build academic foundations, technical skills, and career development in business and computer science, health science, law and justice, broadcast and video production, engineering, family and consumer science, and leadership training; giving all students a foundation for life-long learning and outstanding achievement as they prepare for the workforce or their post-secondary options.

### BUSINESS AND COMPUTER SCIENCE

The Business and Computer Science curriculum is designed to meet the needs of students that wish to concentrate in the program areas of Interactive Media, Programming and Software Development and Networking. Interactive Media offers students opportunities to explore the world of the computer technology, computer art, and web page design. Programming and Software Development and Networking are designed to focus on the foundations of computer technology, software applications, computer programming, and network creation.

### **COMPUTING IN THE MODERN WORLD**

11.4130000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

The goal of this course is to provide all students with an introduction to the principles of computer science, networking, web page, and a fundamental understanding of the operation of computers. Have you ever wanted to take a part a computer and put it back together? Have you ever wondered about how a network allows you to communicate with anyone in the world? Have you always wanted to create your own web page or computer program? Well, this is the course for you. You will have hands-on experiences to make learning about the computer fun.

### BROADCAST AND VIDEO PRODUCTION

The *Broadcast & Video Production (BVP)* curriculum at Centennial High School provides students an education in the field of Television and Video Production. Students are exposed to different types of productions while learning how to analyze and critique current television programming. A proficiency in operating the equipment will be expected due to the programs that will be created by the student crew. Students will use professional grade equipment and must display a high level of responsibility while in the BVP Program.

***Extracurricular productions are a requirement in this program.***

***All Broadcast and Video Production students must attain a minimum first semester grade of 75 to be eligible for advancement to the next BVP level the following year. For example, a BVP I student must earn a 75 or better for the Fall 2010 semester to qualify for BVP II placement for Fall 2011.***

The Advanced Broadcast and Video Production students produce the television program, *Knight Life*, a program for broadcast to the student body. They also work on productions inside the studio and in the field. Students provide a service to the school by working as the video crew for many of the sports, clubs, and organizations productions.

*Broadcast & Video Production* will prepare students for careers in several fields. Videographers, news reporters and directors are no longer the only fields for production. Corporate, medical, and government institutions now employ video departments. These and many other areas ensure that there is a growing need for experienced and educated television production professionals.

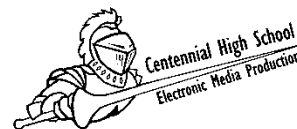
### **BROADCAST & VIDEO PRODUCTION I**

10.4111000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

This course provides an introductory overview of television production with an emphasis on the role of the television production team. Students are instructed on the correct operation of studio and field production equipment as well as the history of television, scriptwriting, news reporting, and post-production editing. The yearlong course will provide all of the basic knowledge needed to progress on to the advanced levels of the program. ***Extracurricular productions are a requirement in this program.***



## **FAMILY AND CONSUMER SCIENCE**

The focus of this program is on nutrition and food science, early childhood education, and education/teaching. Since we are concerned about the daily events that have an impact on our students as individuals and as family members, the pathway is designed to help educate students to deal with contemporary issues. The following courses prepare both college-bound and non-college-bound students (male and female) for daily living and for building a good foundation for the many career opportunities available.



### **Foods, Nutrition, and Wellness**

20.4161000

PREREQUISITE: None

LENGTH OF COURSE: Yearlong

Food, Nutrition and Wellness is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored. This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety.

## **LAW AND JUSTICE**

Centennial High School is fortunate to have a unique program designed to prepare students for careers in the criminal justice field. The major areas of concentration are in Enforcement, Forensics, Constitutional Law, and the Judiciary. Graduates have gone on to become lawyers, federal agents, forensic investigators, and police officers. The program offers four years of classroom educational opportunities plus an apprenticeship program. The curriculum structure is a combination of hands-on training and academic studies. Trips outside of the classroom include the Fulton County Courthouse, the GBI's Medical Examiner and autopsy suite, the Georgia Diagnostic Prison at Jackson, and Washington D.C. The Centennial Law & Justice Program is considered one of the finest in the country! Visit our website at [www.justiceprogram.com](http://www.justiceprogram.com).



### **INTRODUCTION TO LAW AND JUSTICE**

43.430000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Submission of Request for Registration

Students wishing to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony.

### **Applying to the Program**

The program has a limited number of students allowed in each fall. Listen for announcements and check our website [www.justiceprogram.com](http://www.justiceprogram.com) for details about the application process. Applications will NOT be taken late so be sure to get them in early!

## **VALOR, INTEGRITY, SERVICE**

### **JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)**

The Junior Reserve Officers' Training Corps (JROTC) is designed to teach high school students the value of citizenship, leadership and service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. The curriculum focus is reflected in its mission statement, *"To motivate young people to be better citizens."* The Junior ROTC courses serve as elective offering for college preparatory, career technology or dual track students. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program at an accredited college or university or advanced rank in the armed forces. The Junior ROTC curriculum is enhanced with additional extracurricular activities to include an annual Junior ROTC Military Ball or Dining In, competitive and community Color Guard teams, Exhibition and Standard Drill Teams, Raider Challenge Teams (rope bridge building, map reading, orienteering, and physical fitness). In addition, Junior ROTC programs support Varsity Air Rifle Teams, a Georgia High School Association sanctioned sport. The integration of practical work with theory is fundamental to the program.

## JROTC I

28.0310000

PREREQUISITE: None

LENGTH OF COURSE: Yearlong

This course will introduce you to American symbols, customs and traditions and the history and purpose of Army JROTC. You will also be introduced to the essential skills needed to maximum learning potential and future success. Over the course of the year, you will assess your current skill set and work to develop your maximum potential. You will have opportunities to apply learning theory and techniques to improve study, communication and planning skills. You will also explore social responsibility, conflict resolution, and service learning opportunities. You will also be introduced to leadership: its definition the importance of knowing and applying basic leadership skills (principles, styles, values, the BE, KNOW, and DO attributes.) You will be introduced to proper reading techniques, study habits, and test-taking strategies.

### High School Academic Planning Forms

We believe that helping students to develop their career interest is extremely important. Students need direction and a way to see the bigger picture that follows high school. It is our goal to help students to achieve more in high school through career and academic courses. The development of an academic plan that focuses on pathways is the perfect way for students to earn a dual seal graduation diploma. The program areas that offer concentrations in pathways at Centennial are: Law and Justice, Electronic Media, Health Science, JROTC, Nutrition and Wellness, Early Childhood Education, Interactive Media, Financial Management, Computing, and Engineering.

The Centennial High School Individual Career Development Initiative through academic planning will provide the necessary tools, knowledge, and resources for all students in grades 9-12 to foster improved educational achievement, preparation and participation in post-secondary education. Students will need to develop their four-year plans using the format below:

### Four Year Plan

<p><b><u>9<sup>th</sup> Grade:</u></b></p> <ol style="list-style-type: none"><li>1. Language Arts</li><li>2. Math</li><li>3. Biology</li><li>4. American Govt. &amp; Health</li><li>5. <b>Career Technology Course</b></li><li>6. <i>Elective</i> or Foreign Language</li></ol>	<p><b><u>11<sup>th</sup> Grade:</u></b></p> <ol style="list-style-type: none"><li>1. Language Arts</li><li>2. Math</li><li>3. Science</li><li>4. History</li><li>5. Foreign Language</li><li>6. <b>Career Technology Course</b></li></ol>
<p><b><u>10<sup>th</sup> Grade:</u></b></p> <ol style="list-style-type: none"><li>1. Language Arts</li><li>2. Math</li><li>3. Science</li><li>4. History</li><li>5. Foreign Language</li><li>6. <b>Career Technology Course</b></li></ol>	<p><b><u>12<sup>th</sup> Grade</u></b></p> <ol style="list-style-type: none"><li>1. Language Arts</li><li>2. Math</li><li>3. Economics and Personal Fitness</li><li>4. <b>Career Technology Course</b></li><li>5. <i>Elective</i></li><li>6. <i>Elective</i></li></ol>

## FINE ARTS

### MUSIC



## **BAND**

53.0381000

LENGTH OF COURSE: Yearlong

A performance organization consisting of students with low- to medium skills, achievement, and abilities in instrumental music performance. Students enroll with the understanding that there will be out-of-school performances (concerts, festivals, and parades) and morning and after school rehearsals throughout the school year. Students in grade levels 9 – 12 are eligible for membership through audition and approval of the Director. Students receive one-hour elective credit for this course.

## **CHORUS**

54.0231000

LENGTH OF COURSE: Yearlong

Centennial Chorale is an auditioned group of males and females ranging in grades from 9<sup>th</sup> to 12<sup>th</sup>. This course is designed for students with previous choral, musical theatre, and/or vocal experience who are seeking to improve their musical knowledge and skills. This group will focus on wide-array of respected choral literature as well as aspects of music theory, sight-singing, and tonal memory skills. Time outside of class will be required for performances, rehearsals, and community events. Chorale will participate in GMEA's Performance Evaluation. This course fulfills the fine arts requirement and prepares students for further musical study.

## **ORCHESTRA**

53.0581000

LENGTH OF COURSE: Yearlong

The Philharmonic Orchestra is a performance group comprised of selected high achieving and talented students. There will be out-of-school performances and rehearsals required of all members during the school year. All grade levels are eligible for membership through auditions and/or with the approval of the Orchestra Director. The class will cover the mechanics of string instruments: note reading, rhythm, pitch discrimination, expression, and music literacy at a higher level.

## **THEATRE**

The Theatre Department at Centennial High School has a long tradition of presenting outstanding productions, and providing opportunities for students with many levels of interest and commitment, to experience and learn about the theatre arts. If you are interested in any of the auditioned classes or in the variety of productions that are open to the general student body, please contact Terrie Howard at [howardt@fultonschools.org](mailto:howardt@fultonschools.org).



## **ACTING I**

52.0610000

LENGTH OF COURSE: Year

This course covers basic acting skills and concepts. The actor's tools of voice, body and Imagination are explored through monologues, scenes, and improvisation. Using a variety of theatre literature students will become familiar with the basics of stage performance. Study of basic characterization techniques and appropriate dramatic literature will be included throughout the semester.

## **VISUAL ARTS**



## **INTRODUCTION TO ART**

50.4211001

PREREQUISITE: None

LENGTH OF COURSE: One Semester

Introduction to Art is one of the prerequisites for all art courses taught at Centennial High School. Students will use the elements and principles of design to make a number of projects. Each project will be made in a different technique and media like drawing, painting, printmaking, ceramics, sculpture, history, and commercial design. Students will be taught the basics of drawing.

**DRAWING AND PAINTING I**

50.4313001

PREREQUISITE: Successful completion of Introduction to Art

LENGTH OF COURSE: One Semester

Learning to draw can be fun and challenging. Various drawing techniques, styles and materials are used in the exploration of the human figure, a still life, use of perspective and proportion. Color theory will be expanded in various painting projects. Emphasis is on developing basic drawing and an introduction to painting techniques.

**SCULPTURE I**

50.4611001

PREREQUISITE: Successful completion of Introduction to Art

LENGTH OF COURSE: One Semester

Working with clay, plaster, and other media, the creation of three-dimensional art works is explored. Subjects such as the human figure, nature, and ordinary objects inspire interesting interpretation. Techniques such as additive, subtractive, and modeling methods for relief sculpture and sculpture-in-the-round will be explored.

**CERAMICS I**

50.4411001

PREREQUISITE: Successful completion of Introduction to Art

LENGTH OF COURSE: One Semester

Pinching, coiling, slab and modeling methods of basic hand building are introduced in this course. Functional and nonfunctional works are created such as bowls, vases, and covered boxes. Students will also learn a variety of surface treatments, decorating techniques, and how to stack a kiln.

**PHOTOGRAPHY I**

50.4711001

PREREQUISITE: Successful completion of Introduction to Art

LENGTH OF COURSE: One Semester

Students will be introduced to photography through their own hand-made pinhole cameras. Pictures will be composed as an art form. The basics of exposing, processing photos, focal lengths and darkroom techniques will be used while developing and printing black and white photographs.

## WORLD LANGUAGE



### FRENCH COURSE DESCRIPTIONS

#### **FRENCH I**

60.0110000

PREREQUISITE: None

LENGTH OF COURSE: Yearlong

*Greetings...Weather...Café...Colors...Daily Activities...Songs...Telling Time...Pastimes  
Family...Animals...Francophone Countries*

Do you like romance, the City of Lights, and escargots? Come learn about the French and their language. In Level I, students will develop the five skills of language learning: listening, speaking, reading, writing and culture. Learn the language that is spoken on all continents, by 20% of the world population and is the second language of diplomacy after English.

#### **FRENCH II**

60.0120000

PREREQUISITE: French I

LENGTH OF COURSE: Yearlong

*Family...Occupations...Weekend Activities...Food...Sports. Health...House...Shopping*

Continuation of the five skills plus further concentration on reading short articles, basic writing, and cultural awareness. Technology is integrated into the curriculum.

#### **FRENCH II HONORS**

60.0120040

PREREQUISITE: French I and Recommendation of the Instructor

LENGTH OF COURSE: Yearlong

Continuation of the five skills plus more in-depth reading, writing, and cultural development. Technology as well as Internet activities will be an important part of the curriculum.

### GERMAN COURSE DESCRIPTIONS

#### **GERMAN I**

61.0110000

PREREQUISITE: None

LENGTH OF COURSE: Yearlong

*Greetings...Family...Interests...School...Visiting...Germany...Food...Shopping  
Special Occasions...Entertainment...Sport...Travel*

Did you know that in a recent census, more than one quarter of Americans claimed German ancestry? Take German and learn the language of many of our ancestors or be able to communicate with 150 million people worldwide! German I will introduce students to the German language and culture through technology as well as many listening and speaking activities.

#### **GERMAN II**

61.0120000

PREREQUISITE: German I

LENGTH OF COURSE: Yearlong

*Travel...Youth Hostels...Animals...Daily Life...Restaurant...Grocery Shopping...*

*Festivals/Holidays...Post Services...Health...Transportation...Environment*

Since 1945 more Americans have lived and worked in Germany than in any other country in the world. Seven hundred fifty companies do business in Germany – why not learn the language? German II will focus on listening and speaking activities while incorporating reading and writing.

## **GERMAN II HONORS**

61.0120040

PREREQUISITE: German I and Recommendation of Instructor

LENGTH OF COURSE: Yearlong

*Travel...Youth Hostels...Animals...Daily Life...Restaurant...Grocery...Shopping...  
Festivals/Holidays...Postal Services...Health...Transportation...Environment*

Since 1945 more Americans have lived and worked in Germany than in any other country in the world. Seven hundred fifty companies do business in Germany. Why not learn the language? German II Honors will focus on listening and speaking activities while incorporating reading and writing. Through the vehicle of a news program, students research and write "news" segments and give memorized/improvised oral presentations on video.

## **SPANISH COURSE DESCRIPTIONS**

### **SPANISH I**

60.0710000

PREREQUISITE: None

LENGTH OF COURSE: Yearlong

*Greetings...The.City...Celebrations...Food...Vacations...Weather...Students lives...Communication*

¿Qué tiempo hace? ¿Dónde está el baño? ¿Cuál es tu nombre? No me gusta la tarea! Mi novio es muy guapo! Can you pronounce these expressions? How about pronouncing them with native fluency? If you cannot, then maybe Spanish I is for you. Most universities require that students complete two full years of foreign language and encourage continuation in college. Prepare for college and the real world by choosing first year Spanish now.

### **SPANISH II**

60.072000

PREREQUISITE: Spanish I

LENGTH OF COURSE: Yearlong

*Greetings...Traveling... Technology... Hispanic World...Fashion...Exercise*

Spanish II will teach students the more advanced skills of listening, speaking, reading and writing with the purpose of communication. Spanish II is a continuation of the language concentrating on the learning of advanced forms of grammar, vocabulary, and intense comprehension and speaking skills.

### **SPANISH II HONORS**

**Recommended for 9th-12th graders**

60.0720040

PREREQUISITE: Spanish I and Recommendation of the Instructor

LENGTH OF COURSE: Yearlong

Spanish II-Honors integrates a review of first year with new second year materials. There is an emphasis on oral fluency and listening comprehension. Reading and writing are progressively developed with a focus on vocabulary growth and sentence patterns. It is the goal of this course to assist students in learning to communicate in the target language.

## **Talented and Gifted Program (TAG)**

### ***How do ninth and tenth graders participate in TAG at Centennial?***

The TAG program at Centennial has five components: seminars, independent projects, directed studies, career internships and AP (advanced placement) classes. Most ninth graders participate in TAG through seminars or independent projects. Twenty to twenty-five different seminars are offered each semester from which the students may choose. Each fall the department offers a Freshman TAG Trip. Recently, we have traveled to Berry College in Rome, GA to the WinShape Wilderness, Chick-fil-A Leadership Center for a day of group initiatives such as team building activities, and low and high ropes courses. Sophomores have the option of taking seminars, independent projects, and a limited selection of AP courses. TAG offers many advantages and opportunities to students beyond the regular classroom curriculum. It allows students the time to interact in small groups with their academic peers.

# **10<sup>th</sup> – 12<sup>th</sup> GRADE CURRICULUM GUIDE**

## **ENGLISH/LANGUAGE ARTS**



### **TENTH GRADE LITERATURE/COMPOSITION**

23.0620000

LENGTH OF COURSE: Yearlong

Tenth Grade Literature and Composition is a thematic study of literature. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literature and informational texts to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing. This course prepares students for college.

### **TENTH GRADE LITERATURE/COMPOSITION-HONORS**

23.0620040

LENGTH OF COURSE: Yearlong

This course requires teacher recommendation which may be based on the following: approved writing sample, standardized test scores, and academic achievement. The honors level course has higher expectations and more rigorous coursework than the college preparatory level including mandatory summer reading. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program. Tenth Grade Literature and Composition is a thematic study of literature. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing.

### **AMERICAN LITERATURE/COMPOSITION**

23.0510000

LENGTH OF COURSE: Yearlong

American Literature and Composition is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose several papers, speeches, and presentations using representative forms of discourse. This course prepares students for college.

### **AMERICAN LITERATURE/COMPOSITION HONORS**

23.0510040

LENGTH OF COURSE: Yearlong

This course requires teacher recommendation which may be based on the following: approved writing sample, standardized test scores, and academic achievement. The honors level course has higher expectations and more rigorous coursework than the college preparatory level including mandatory summer reading. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program. American Literature and Composition is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose several papers, speeches, and presentations using representative forms of discourse.

## **TWELFTH GRADE LITERATURE AND COMPOSITION**

### **WORLD LITERATURE AND COMPOSITION**

23.0630001

LENGTH OF COURSE: Semester (Mandatory Selective)

World Literature and Composition is a study of the major literary topics and themes of the world. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening speaking, and viewing. This course prepares students for college.



## **MULTICULTURAL LITERATURE AND COMPOSITION**

23.0670001

LENGTH OF COURSE: Semester (Mandatory Selective)

Co-requisite with World Lit and Comp; This is an approved selective for on-level seniors; Students must complete this course to meet graduation requirements. Multicultural Literature and Composition focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.

### **SELECTIVES:**

**The following courses require students to fill out an application and be accepted prior to pre-registration.**

## **ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE – 11<sup>TH</sup> GRADE STUDENTS**

23.0510043 – Honors American Literature/composition (Fall Semester)

23.0430012 – Advanced Placement (AP) Language (Spring Semester)

AP Language and Composition trains students to become skilled readers and writers in diverse genres and modes of composition. Students will analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques, and apply and evaluate the use of those strategies in their own writing. Students will also receive a solid foundation in American literature, as the pieces studied will mainly come from the American tradition. **All students enrolled in AP English Language are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## **ADVANCED PLACEMENT (AP) LITERATURE/COMPOSITION - 12<sup>TH</sup> GRADERS**

23.0650010

LENGTH OF COURSE: Yearlong

This is a college level course that focuses on fiction, poetry and drama. The objectives of this course are to cultivate a mature understanding of literature; to foster critical thinking as well as the capacity for analytical, intellectual, and imaginative written expression; and to nurture the discovery and expansion of the creative and analytical resources within each student.

**All students enrolled in AP Literature/Composition are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

### **Criteria for Advanced Placement (AP) English – 11<sup>th</sup> and 12<sup>th</sup> Graders**

- Recommended PSAT verbal score of 50 or above
- Student motivation and commitment to complete the course
- Grade point average of 83 or better in honors language arts or 90 or above for two consecutive semesters in regular language arts classes
- Parent and student understanding of the work required completing successfully the required course objectives
- Record of completing homework and out-of-class assignments
- Good attendance record
- Mandatory summer reading

## **COLLEGE ENGLISH - 12<sup>TH</sup> GRADERS (See Mr. Cox in Counseling)**

23.0630400

LENGTH OF COURSE: Yearlong

This is a college course which involves advanced analytical study of language and advanced study and practice of writing. Specific criteria are set by the college providing the program including SAT scores and GPA. Both high school and college credit can be earned by taking this course. More information will be distributed at the Joint Enrollment/AP night in February.

## LANGUAGE ARTS ELECTIVES

**THE FOLLOWING ELECTIVE COURSES ARE SUBJECT TO APPROVAL BY THE SPONSORING TEACHER. EACH COURSE REQUIRES THE STUDENT TO PURSUE AN APPLICATION/INTERVIEW PROCESS.**

### **SPEECH & DEBATE I/II**

23.0460000 (Level 1)

23.0470000 (Level 2)

LENGTH OF COURSE: Yearlong

Speech and Forensics are instrumental tools for students to carry on the essential functions of a democratic society. Furthermore, debate can be a fun way to develop critical thinking skills. Other courses may occasionally employ a "debate" or speech in the curriculum, but without instruction in the process of debate and ethical argumentation these diversions never reach the level of student learning they hope to achieve. Students in Speech/Forensics I learn cooperation through the research process where they analyze problems of domestic and international scope. During competition in class debates, students test solutions to those problems while adapting their arguments and language to fit the audience. After each debate, students reflect on how to better prepare and present their positions. Successful debaters become tomorrow's leaders.

### **JOURNALISM/NEWSPAPER**

23.0320000

LENGTH OF COURSE: Yearlong

This course is designed to teach both journalistic writing and desktop publishing skills. The class produces *The Accolade* throughout the year that will capture what is happening on and around the CHS campus, spotlight members of the school community, and reflect on trends that interest the student body. Above all, this is a writing course and it is expected that students will leave the course with writing and publishing skills that introduce them to the world of publishing. Much of this class is taught in the journalism lab, which students are expected to use as a real-world work environment. **Not open to ninth graders.**

### **JOURNALISM/ANNUAL I**

23.0320007

LENGTH OF COURSE: Yearlong

Annual I is a project based course culminating in the production of the school's annual yearbook. The course teaches students the basics in graphic design, journalism, and business management. Students use skill sets they learn in their core classes in real world applications to produce a 500+ page publication. **Not open to ninth graders.**

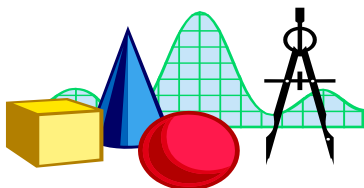
### **JOURNALISM/LITERARY MAGAZINE I**

23.0320008

LENGTH OF COURSE: Yearlong

The literary magazine is a program which allows students to experiment with various forms of creative verbal and visual expression. Students gather and critique entries from the Centennial student body for publication of the literary magazine, *Avalon*. Some word processing or computer programming skills are required as well as an interest in the creative writing process. **Not open to ninth graders.**

## **MATHEMATICS**



### **CCGPS Coordinate Algebra**

The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics those 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. Coordinate Algebra 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.

### **CCGPS Coordinate Algebra Support**

Students recommended for GPS Algebra Support will complete this course concurrently with GPS Algebra. The contents of this course supplement the GPS Algebra curriculum and provide students with additional review of basic math skills. It serves as a medium for preview and review of material. This course is strongly suggested for students not meeting the standards set forth on the 8<sup>th</sup> grade math CRCT. It is also encouraged for students who narrowly met the standards, and for students who have historically struggled in the math classroom.

### **Accelerated CCGPS Coordinate Algebra Honors**

The fundamental purpose of Accelerated CCGPS Coordinate Algebra Honors 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. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The next unit in the course ties together the algebraic and geometric ideas studied. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines and rounds out the course. 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.

### **CCGPS Analytic Geometry**

The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. 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.

### **CCGPS Analytic Geometry Support**

Students recommended for CCGPS Analytic Geometry Support will take this course concurrently with GPS Geometry. This course will supplement the curriculum of the GPS Geometry course and provide students with additional review in Algebra and Geometry skills.

### **Accelerated CCGPS Analytic Geometry Honors**

The focus of Accelerated CCGPS Analytic Geometry B / Advanced Algebra is organized into 10 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. 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.

### **GPS Advanced Algebra (11<sup>th</sup>)**

#### **GPS Advanced Algebra Honors (9<sup>th</sup>-10<sup>th</sup>)**

Analyze polynomial functions of higher degree; explore logarithmic functions as inverses of exponential functions; solve a variety of equations and inequalities numerically, algebraically, and graphically; use matrices and linear programming to represent and solve problems; use matrices to represent and solve problems involving vertex-edge graphs; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies.

### **GPS Advanced Algebra Support**

Students recommended for GPS Advanced Algebra Support will take this course concurrently with GPS Advanced Algebra. This course will supplement the curriculum of the GPS Advanced Algebra course and provide students with additional review in Algebra and Geometry skills.

### **GPS Pre-Calculus (12<sup>th</sup>)**

#### **GPS Pre-Calculus Honors (10<sup>th</sup>-11<sup>th</sup>)**

Investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; find areas of triangles using trigonometric relationships; use sequences and series; understand and use vectors; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.

### **GPS Accelerated Pre-Calculus Honors**

Investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; find areas of triangles using trigonometric relationships; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; use complex numbers in trigonometric form; understand and use vectors; use sequences and series; explore parametric representations of plane curves; explore polar equations; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data

### **GPS Advanced Math Decision Making (Grade 12)**

This is a course designed to follow the completion of Coordinate Algebra and Analytic Geometry. 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.

### **GPS Math of Finance (Grade 12)**

The course concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics.

***The following courses are Advanced Placement courses and all students wishing to take these must submit application to the Centennial High School Mathematics Department.***

### **ADVANCED PLACEMENT (AP) STATISTICS**

27.0740010

LENGTH OF COURSE: Yearlong

PREREQUISITES: Approved application with teacher recommendation and an AB average in Accelerated Precalculus or an A average in Integrated Algebra 2.

The College Board syllabus for the Advanced Placement Statistics Examination will be followed. This course is designed to give college-bound students an in-depth experience in statistics and to develop problem-solving skills through logical analysis. Four major themes are covered: exploratory analysis, planning a study, probability, and statistical inference. **All students enrolled in AP Statistics are required to take the AP Examination in May if they are passing this course at the time of the exam.**

### **ADVANCED PLACEMENT (AP) CALCULUS**

27.0720010 (AB)

27.0730010 (BC)

LENGTH OF COURSE: Yearlong

PREREQUISITES: Approved application and an A/B average in Honors Precalculus or an A average in Integrated Trigonometry

These courses follow the College Board syllabus for the AP exams. Calculus is the mathematics of change and motion and the concepts are based on infinite process. Topics include properties of functions and graphs, limits and continuity, differential calculus, and integral calculus. Additional topics covered in BC Calculus include vector functions, parametric equations, conversions, parametrically defined curves, tangent lines, and sequences and series. **All students enrolled in AP Calculus are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## DUAL ENROLLMENT/COLLEGE CALCULUS

27.0750040

LENGTH OF COURSE: Yearlong

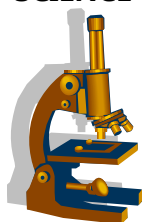
PREREQUISITE: AP Calculus BC or AB

**CALCULUS 2** 27.0750405 - First Semester (Georgia Tech Calculus II Math 1502)

**CALCULUS 3** 27.0750406 - Second Semester (Georgia Tech Calculus III Math 2401)

PREREQUISITE: Students must apply and be admitted to Georgia Tech to take these courses. Students must have taken AP Calculus and passed the AP Calculus Exam as follows: AP Calculus BC with a score of 3 or higher on the AP exam; AP Calculus AB with a score of 5 on the AP exam. **These courses earn college credit through Georgia Tech.** The first semester concludes the treatment of single variable calculus and begins linear algebra – the linear basis of multivariable theory. The second semester is a study of multivariable calculus including linear approximation and Taylor’s theorems, Lagrange multiples and constrained optimization, multiple integration and vector analysis including the theorems of Green, Gauss, Stokes.

## SCIENCE



**All grade requirements listed in prerequisites do not include honors points.**

## BIOLOGY

26.0120000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

Biology is a two-semester course in which the student will develop scientific process skills and laboratory techniques. The biological areas covered are biochemistry, living systems, cellular biology, genetics, organic variation and taxonomy. **This course is required for graduation.**

## HONORS BIOLOGY

26.0120040

LENGTH OF COURSE: Yearlong

PREREQUISITE: Life Science > 95 or TAG Life Science > 87, or TAG Physical Science > 87 and Physical Science > 95 or Advanced Physical Science > 87 by the end of Fall semester.

Biology is a two-semester course in which the student will develop scientific process skills and laboratory techniques. The biological areas covered are biochemistry, living systems, cellular biology, genetics, organic variation and taxonomy. Honors Biology is a course designed for the advanced academic student who has the ability to critically analyze and apply biological concepts, the ability to gain information on the scientific processes through critical reading, and one who possesses strong organizational skills. This challenging course focuses on cytology, ecology, genetics, organic variation, taxonomy, microbiology, botany, and zoology. **Honors Biology students are required to complete an in-depth, individual literature review and research paper during the first semester.**

## PHYSICAL SCIENCE

40.0110000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

This course is designed to develop scientific literacy, problem solving skills and an understanding of the interrelationships of matter and energy. The goal of the course is to help students understand their surroundings and the world.

## HONORS PHYSICAL SCIENCE

40.0110040

LENGTH OF COURSE: Yearlong

PREREQUISITES: Biology  $\geq$  85 or Honors Biology  $\geq$  80, Integrated Advanced Algebra  $\geq$  85 or Higher Math  $\geq$  75; Concurrent Enrollment in Integrated Geometry or Higher Level Math

Honors Physical Science is a course designed for the advanced academic student who has the ability to critically analyze and apply concepts, the ability to apply past learning to new concepts, and the ability to perform algebraic manipulations easily. The goal of this course is to develop problem solving skills, develop an understanding of the interrelationships between matter and energy, and prepare students for advanced chemistry and physics courses. **Honors Physical Science students are required to complete an in-depth, individual literature review and research paper during the first semester.**

## CHEMISTRY

40.0510000

LENGTH OF COURSE: Yearlong

PREREQUISITES: Biology  $\geq$  80 or Physical Science  $\geq$  75

Accelerated Integrated Advanced Algebra Honors  $\geq$  75 or Integrated Geometry  $\geq$  80 or Integrated Geometry Honors  $\geq$  75 or Accelerated Integrated Geometry Honors  $\geq$  70; Concurrent Enrollment in Accelerated Integrated Geometry or Honors, Integrated Algebra II.

This course covers the nature of matter and its classification, law of conservation of matter, modern atomic theory, the periodic table and properties of elements, kinetics, the kinetic-molecular theory, solutions, and acids and bases. **Skills needed for this course are the ability to apply past learning to new concepts; the demonstration of abstract and higher level thinking; the ability to perform algebraic manipulations easily, and the ability to read critically.**

## HONORS CHEMISTRY

40.0510040

LENGTH OF COURSE: Yearlong

PREREQUISITES: Biology  $\geq$  90 or Honors Biology  $\geq$  85 or Physical Science  $\geq$  90 or Honors Physical Science  $\geq$  85

Accelerated Integrated Advanced Algebra Honors  $\geq$  85 or Integrated Geometry  $\geq$  90 or Integrated Geometry Honors  $\geq$  85 or Accelerated Integrated Geometry Honors  $\geq$  80; Concurrent Enrollment in Accelerated Integrated Geometry Honors, or Integrated Algebra II, or higher math.

This course covers the nature of matter and its classification, law of conservation of matter, modern atomic theory, the periodic table and properties of elements, kinetics, the kinetic-molecular theory, solutions, and acids and bases. Skills needed for this course are the ability to apply past learning to new concepts; the demonstration of abstract and higher level thinking; the ability to perform algebraic manipulations easily; the ability to read critically; self-motivation, and experience in writing formal lab reports. **Honors Chemistry students are required to complete an in-depth, individual literature review and research paper during the first semester.**

## ENVIRONMENTAL SCIENCE

26.0611000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Completion of Biology and Physical Science or Biology, Chemistry, and Physics

Environmental Science integrates the study of many components of our environment, including the flow of energy and the cycling of matter, the interconnection of all life, the stability and change in an ecosystem, conservation and resource allocation, and evaluation of human activity and technology. Instruction focuses on student data collection and analysis and interpretation of data gathered on global concepts.

## EARTH SYSTEMS

40.0640000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Completion of Biology and Physical Science or Biology, Chemistry, and Physics

Earth Systems Science is designed to investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geo-sphere 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.

## PHYSICS

40.0810000

LENGTH OF COURSE: Yearlong

PREREQUISITES: Integrated Algebra II or Accelerated Integrated Geometry Honors  $\geq 75$ , and Chemistry  $\geq 75$ ; concurrent enrollment in Integrated Trigonometry, Accelerated Integrated Pre-Calculus Honors.

This course covers the full range of physics topics including mechanics, energy and thermodynamics, electricity, magnetism, waves, light, optics, and modern physics. The subjects are treated both conceptually and mathematically. In addition, extensive laboratory work is required including the writing of formal laboratory reports. This course provides the student with a fundamental background in physics and prepares them for a college level course in Physics.

## HUMAN ANATOMY AND PHYSIOLOGY

26.0730000

LENGTH OF COURSE: Yearlong

PREREQUISITES: A to high B average in first year Biology and Chemistry

This course covers science process skills, body organization, nervous, endocrine, reproductive, circulatory, respiratory and digestive systems. Extensive dissections are a part of the course.

## ASTRONOMY

40.0210000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Completion of Biology, Chemistry, and Physical Science or Physics. Physics is recommended.

This course covers habits of mind and the nature of science, problem solving, astronomy, measurement and motion, celestial clocks, the moon, the solar system, stars, the sun, the Milky Way and other galaxies, and cosmology. Students must have the mathematical skills to manipulate complex equations in order to be successful in this course.

## ADVANCED PLACEMENT (AP) BIOLOGY

26.0140010

LENGTH OF COURSE: Yearlong

PREREQUISITE: A to high B average in Biology and Chemistry, A to high B in English

This course provides the opportunity for the student to develop in-depth knowledge of biochemistry, cytology, bioenergetics and molecular genetics. Extensive laboratory work is required. The course is designed to prepare the students to take the AP Biology exam.

**All students enrolled in AP Biology are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## ADVANCED PLACEMENT (AP) CHEMISTRY

40.0530010

LENGTH OF COURSE: Yearlong

PREREQUISITES: Concurrent enrollment in or Accelerated Integrated Pre-Calculus Honors or higher math; A to high B average in first year Chemistry

This course provides the equivalent of freshman general college chemistry. The course includes atomic theory, chemical periodicity, nomenclature and an in-depth study of chemical reactions. Topics also covered include thermodynamics, kinetics, acid base chemistry and electrochemistry. **All students enrolled in AP Chemistry are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE

26.0620010

LENGTH OF COURSE: Yearlong

PREREQUISITES: A to high B average in Biology and Chemistry, A to high B in English

The course is designed to be the equivalent of a one-semester, introductory college course. It is designed to fulfill the basic requirements for a laboratory science course that is interdisciplinary in content. The themes covered are scientific process, energy conversions, interconnectivity of the earth's systems, human alterations of natural systems, cultural and social context of environmental problems and human survival dependency on achieving sustainable systems. **All students enrolled in AP Environmental Science are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## **ADVANCED PLACEMENT (AP) PHYSICS B**

40.0830010

LENGTH OF COURSE: Yearlong

PREREQUISITES: Completion of Integrated Algebra II or Accelerated Integrated Geometry Honors and Chemistry with an A or B average and Teacher recommendation; concurrent enrollment in Integrated Trigonometry Honors, Accelerated Integrated Pre-Calculus Honors, or Calculus.

This course is equivalent to a first year college physics course. It covers the full range of physics topics including mechanics, energy and thermodynamics, electricity, magnetism, waves, light, optics and modern physics. The course covers each topic in greater depth and with greater mathematical rigor than the regular physics course. In addition, extensive laboratory work is required including the writing of formal lab reports. This course provides the student with a strong background in physics and can lead to college credit for non-engineering majors. **All students enrolled in AP Physics B are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## **ADVANCED PLACEMENT (AP) PHYSICS C**

40.0840010

LENGTH OF COURSE: Yearlong

PREREQUISITES: Completion of one year of Physics with an A or B average, AP Physics B preferred; completion of or concurrent enrollment in Calculus.

This course is equivalent to a first year college physics course. It covers some of the same topics as the first year physics course including kinematics, force, energy, and gravitation. In addition, other topics such as rotational mechanics and oscillations are covered. The course will incorporate the use of calculus in the understanding and solving of physical situations. Lab work will be much more in depth and will include student-designed labs. The course provides the student with a strong background in calculus based physics and can lead to college credit for engineering and science related majors. **All students enrolled in AP Physics C are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## **SOCIAL STUDIES**



### **TENTH GRADE**

#### **WORLD HISTORY**

45.0830000

LENGTH OF COURSE: Yearlong

This is a survey of the historical development of the peoples of the world. Emphasis is given to all regions and cultures. **This course is required for graduation.**

#### **ADVANCED PLACEMENT (AP) WORLD HISTORY**

45.0811010

LENGTH OF COURSE: Yearlong

PREREQUISITE: Permission of the Department Chairperson

This course will focus on developing a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of factual knowledge and appropriate analytical skills. **All students enrolled in AP World History are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

### **ELEVENTH GRADE**

#### **UNITED STATES (U.S.) HISTORY**

45.0810000

LENGTH OF COURSE: Yearlong

This is a survey of the history of the American nation. Emphasis is placed on those major events and developments that have shaped the social, political, economic and cultural characteristics. **This course is required for graduation.**



## **ADVANCED PLACEMENT (AP) UNITED STATES (U.S.) HISTORY**

45.0820010

LENGTH OF COURSE: Yearlong

PREREQUISITE: Permission of the Department Chairperson

This is a college level course in the historical development of the American nation. This course prepares the student to take the AP National Exam in the Spring. **All students enrolled in AP United States History are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## **TWELFTH GRADE**

### **ECONOMICS**

45.0610001

LENGTH OF COURSE: One semester; offered both semesters

The course focuses on the major economic principles and practices of the American and global economic systems. Students will participate in a number of special activities such as the Stock Market game. **This course is required for graduation.**

### **ADVANCED PLACEMENT (AP) AMERICAN GOVERNMENT AND POLITICS 45.0520011**

### **ADVANCED PLACEMENT (AP) COMPARATIVE GOVERNMENT AND POLITICS 45.0530011**

LENGTH OF COURSE: Yearlong

PREREQUISITE: Permission of the Department Chairperson

This course focuses on two major topics: American government and politics and comparative (global) government and politics. The course content deals with current issues and concerns. The student will take the AP National Exams in the spring. **All students enrolled in AP Government and Politics are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

### **ADVANCED PLACEMENT (AP) PSYCHOLOGY**

45.0160010

LENGTH OF COURSE: Yearlong

PREREQUISITE: Permission of the Department Chairperson

Psychology is the science of behavior and mental processes. Psychologists use the methods of science to investigate all kinds of behavior, from the activity of a single nerve cell to the social conflicts of a complex society. Numerous topics and issues will be addressed in the course. Students will also conduct their own psychological research study. The student will take the National AP Exam in the Spring. **All students enrolled in AP Psychology are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

### **CURRENT ISSUES (12<sup>TH</sup> GRADE ELECTIVE)**

45.0120001(elective credit)

LENGTH OF COURSE: One semester only; offered second semester only

In this course, students will have the opportunity to study, in depth, major national and international issues that face the American people. Issues such as education reform, abuse of drugs, violence, attempts at censorship, foreign policy and the death penalty are among those that might be studied. Students will engage in discussions, role playing activities, debates, and other class activities. This course focuses heavily on active student participation.

### **SOCIOLOGY (12<sup>TH</sup> GRADE ELECTIVE)**

45.0310003 (elective credit)

LENGTH OF COURSE: One semester

Sociology is the scientific study of human social interaction. Students will explore the processes by which people form and interact within and between groups. Emphasis will also be placed on the functions and characteristics of the five main social institutions (family, education, religion, economy and government). As sociology is a science, students will be introduced to sociological research methods and use these methods to evaluate current findings and claims in the social sciences. Finally, students will define and explore current social issues and problems facing the world today.

## WORLD LANGUAGE



### FRENCH COURSE DESCRIPTIONS

#### **FRENCH I**

60.0110000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

#### **Recommended for 9<sup>th</sup> – 11<sup>th</sup> graders**

*Greetings...Weather...Café...Colors...Daily activities...Songs...Telling time...Pastimes*

*Family...Animals...Francophone countries*

Do you like romance, the city of lights, and escargots? Come learn about the French and their language. In level I, students will develop the four skills of language learning: understanding, speaking, reading, writing as well as culture. Communicating in the language in real life situations will be a major focus. Learn the language that is spoken on all continents, by 20% of the world's population and is the second language of diplomacy after English.

#### **FRENCH II**

60.0120000

LENGTH OF COURSE: Yearlong

PREREQUISITE: French I

#### **Recommended for 9<sup>th</sup> – 12<sup>th</sup> graders**

*Family...Occupations...Weekend activities...Food...Sports. Health...House...Shopping*

This course is a continuation of the four skills plus further concentration on reading short articles, basic writing, and cultural awareness. Technology is integrated into the curriculum.

#### **FRENCH II - HONORS**

60.0120040

LENGTH OF COURSE: Yearlong

PREREQUISITES: French I and permission of the instructor

#### **Recommended for 9<sup>th</sup> – 12<sup>th</sup> graders**

*Family...Occupations...Weekend activities...Food...Sports. Health...House...Shopping*

This course is a continuation of the four skills plus more in-depth reading, writing, and cultural development. Technology as well as Internet activities will be an important part of the curriculum.

#### **FRENCH III**

60.0130000

LENGTH OF COURSE: Yearlong

PREREQUISITE: French II

#### **Recommended for 10<sup>th</sup> - 12<sup>th</sup> graders**

*Describing people...Chores...Environment...Shopping...Travel...Hotels*

Further development of the language skills as well as reading of literary selections, viewing of authentic films, journal writing, and technology is covered.

#### **FRENCH III - HONORS**

60.0130040

LENGTH OF COURSE: Yearlong

PREREQUISITES: French II-Honors and permission of the instructor

#### **Recommended for 10<sup>th</sup> – 12<sup>th</sup> graders**

*Describing people...Chores...Environment...Shopping...Travel...Hotels*

Further development of the language skills as well as more in-depth literary selections, formal writing, viewing of authentic films, the use of technology in the language, and Internet projects are covered.

## **FRENCH IV**

60.0140000

LENGTH OF COURSE: Yearlong

PREREQUISITES: **French III or French III-Honors and permission of the instructor**

**Recommended for 11<sup>th</sup> – 12<sup>th</sup> graders**

Pop music...Current affairs...Cultural segments...Films...Internet

The focus will be to increase the facility to speak on a wide range of topics, to develop a greater vocabulary, to develop listening skills, and to enhance communication skills. The students learn and study various thematic units based on French speaking countries such as environment, food, family life, hobbies, work, and social issues.

## **FRENCH IV - HONORS**

60.0140040

LENGTH OF COURSE: Yearlong

PREREQUISITES: French III-Honors and permission of the instructor

**Recommended for 11<sup>th</sup> - 12<sup>th</sup> graders**

*Children's literature...family...vacation...media...arts...careers...leisure time*

In the fourth year course, the students will increase vocabulary and improve reading and writing skills. Students will develop greater speaking ability in retelling and discussing stories and literary works. Culture will be studied and focus will be on comparing and contrasting our culture and those of the Francophone world. Listening skills will be further developed through film, music and authentic dialogues.

## **FRENCH VI - HONORS**

60.0160040

LENGTH OF COURSE: Yearlong

PREREQUISITES: French IV-Honors or French Culture and permission of the instructor

**Recommended for 12<sup>th</sup> graders**

Through the study of Francophone culture, students will sharpen and refine their communication skills. While a greater emphasis will be placed on speaking, listening, and vocabulary building, students will further develop their reading and writing skills, as well. Students will study various thematic units such as media, film, careers, art, and current events.

## **ADVANCED PLACEMENT (AP) FRENCH**

60.0170010

LENGTH OF COURSE: Yearlong

PREREQUISITES: French IV-Honors and permission of the instructor

**Recommended for 12<sup>th</sup> graders**

The French language course is intended to help advanced students develop a greater proficiency in speaking, listening, writing and reading. An AP examination measuring proficiency in the language is given exclusively in French and measures the student's ability to understand the written and spoken word. The examination devotes 80-95 minutes to multiple-choice questions on listening and reading; 55-70 minutes to free-response on writing and speaking. **All students enrolled in AP French are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## **GERMAN COURSE DESCRIPTIONS**

### **GERMAN I**

61.0110000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

**Recommended for 9<sup>th</sup> – 11<sup>th</sup> graders**

*Greetings...Family...Interests...School...Visiting German-speaking countries...Shopping...Special Occasions...Entertainment...Sport...Travel*

According to a 2005 census, German is now the second-most common foreign language in Europe. Long considered the business language of Europe, the Germany language has taken on added importance to companies and individuals wishing to do business with many of the new European Union countries. German I will introduce students to the language and culture through various speaking, reading, and writing activities – with special focus on development of communicative competence through use of technology.

## **GERMAN II**

61.0120000

LENGTH OF COURSE: Yearlong

PREREQUISITE: German I

### **Recommended for 9<sup>th</sup> – 12<sup>th</sup> graders**

*Travel...Youth Hostels...Animals...Daily Life...Restaurant...Grocery Shopping...Festivals/Holidays...Post Services...Health...Transportation...Environment*

One quarter of all Europeans speak German as their mother tongue. As the third largest world economy, corporations are more frequently looking to students trained in German when hiring. German II will expand students' listening, reading, writing, and speaking skills; special focus will be placed on providing opportunities for students to personalize the language, and express themselves in a communicative environment.

## **GERMAN II - HONORS**

61.0120040

LENGTH OF COURSE: Yearlong

PREREQUISITES: German I and permission of the instructor

### **Recommended for 9<sup>th</sup> – 12<sup>th</sup> graders**

*Holidays...Communication...Leisure...Health...Travel*

Did you know that German is the most commonly used language on the Internet after English? German II-Honors will expand students' listening and reading skills while introducing higher-level speaking and writing opportunities which can be incorporated both within and outside of the German classroom. The honors course will include additional readings and projects intended to further develop and refine writing and speaking skills.

## **GERMAN III - HONORS**

61.0130040

LENGTH OF COURSE: Yearlong

PREREQUISITE: German II or German II-Honors and permission of the instructor

### **Recommended for 10<sup>th</sup> – 12<sup>th</sup> graders**

*Environment...Future Goals...Health...Leisure...Travel...Shopping...Relationships*

As the third-largest world economy, German corporations have over 1000 subsidiaries in the U.S. German III will incorporate the skills and knowledge gained in levels I and II, while continuing to refine and perfect listening, reading, writing and speaking skills. The ultimate goal is to encourage communicative competencies, and provide a structured environment in which the German language may be practiced through special projects, technology, and target-language discussion. The honors course will include additional readings and projects intended to further develop and refine writing and speaking skills.

## **GERMAN IV – HONORS**

61.0140040

LENGTH OF COURSE: Yearlong

PREREQUISITES: German III and permission of instructor

### **Recommended for 11<sup>th</sup> – 12<sup>th</sup> graders**

*Literature...legends...Articles...Geography...History*

In the fourth year course, the students will increase vocabulary and improve reading and writing skills in a target-language, communicative-based classroom environment. The focus of the course will be to improve all levels of communication through comparing and contrasting cultural, literary, and historical items.

## **ADVANCED PLACEMENT (AP) GERMAN**

61.0170010

LENGTH OF COURSE: Yearlong

PREREQUISITE: German IV-Honors and permission of the instructor

### **Recommended for 12<sup>th</sup> graders**

The German language course is intended to help advanced students develop a greater proficiency in speaking, listening, writing and reading. The AP German Language Exam is about two and one-half hours in length. It is not based on any particular subject matter but instead attempts to evaluate level of performance in the use of the language, both in understanding written and spoken German and in responding with ease in correct and idiomatic German. The exam is divided into the following parts: listening and reading are tested in the free-response section. The portion of the exam devoted to each skill contributes to the final AP grade as follows: listening – 20 percent, reading – 25 percent, writing – 30 percent and speaking – 25 percent. The allocation corresponds to colleges' emphasis on writing in their advanced courses. **All students enrolled in AP German are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## **SPANISH COURSE DESCRIPTIONS**

### **SPANISH I**

60.0710000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

#### **Recommended for 10<sup>th</sup> – 11<sup>th</sup> graders**

*Greetings...The City...Celebrations...Food...Vacations...Weather...Students' lives...Communication*

*Qué tiempo hace? ¿Dónde está el baño? ¿Cuál es tu nombre? No me gusta la tarea! Mi novio es muy guapo!* Can you pronounce these expressions? How about pronouncing them with correct Spanish? If you cannot, then maybe Spanish I is for you. Most universities require a student complete two full years of foreign language and encourage the continuation in college. Prepare for college and the real world by choosing first year Spanish now.

### **SPANISH II**

60.0720000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Spanish I

#### **Recommended for 9<sup>th</sup> – 12<sup>th</sup> graders**

*Greetings...Traveling...Technology...Hispanic world...Fashion...Exercise*

Spanish II teaches the more advanced skills of listening, speaking, reading and writing with the purpose of communication. Spanish II is a continuation of the language concentrating on the learning of advanced forms of grammar, vocabulary, and intense comprehension and speaking skills.

### **SPANISH II - HONORS**

60.0720040

LENGTH OF COURSE: Yearlong

PREREQUISITES: Spanish I and permission of the instructor

#### **Recommended for 9<sup>th</sup> – 12<sup>th</sup> graders**

*Greetings...Traveling... Technology...Hispanic world...Fashion...Exercise*

Spanish II Honors integrates a review of first year with new second year materials. Oral fluency and listening comprehension are stressed. Reading and writing are progressively developed with a focus on vocabulary growth and sentence patterns. It is the goal of this course to assist students in learning to communicate in the target language.

### **SPANISH III**

60.0730000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Spanish II

#### **Recommended for 10<sup>th</sup> – 12<sup>th</sup> graders**

*Youth...Love and friendship...Traveling...Health and exercise...Food...The future...Our planet ... Communication*

Third year Spanish concentrates on the further development of the four skills: listening, speaking, reading, and writing. Students will have opportunities to read short articles and will write mini-compositions and paragraphs. They will be able to explore technology in the language.

### **SPANISH III - HONORS**

60.0730040

LENGTH OF COURSE: Yearlong

PREREQUISITES: Spanish II-Honors and permission of the instructor

#### **Recommended for 10<sup>th</sup> – 12<sup>th</sup> graders**

*Youth...Love and Friendship...Traveling...Health and Exercise...Food...The future...Our planet ... Communication*

This course concentrates on the further development of the four skills with more in-depth reading and writing. There will be a focus on culture and technology use in the language.

### **SPANISH IV**

60.0740000

LENGTH OF COURSE: Yearlong

PREREQUISITES: Spanish III or Spanish III-Honors and permission of the instructor

#### **Recommended for 11<sup>th</sup> – 12<sup>th</sup> graders**

*Pop music...Current affairs...Legends...Survival skills...Social issues and communities*

The focus will be to increase the facility to speak on a wide range of topics, to develop a greater vocabulary, to develop listening skills, and to enhance communication skills. The students will gain insight into Hispanic cultures and civilizations.

## SPANISH IV - HONORS

60.0740040

LENGTH OF COURSE: Yearlong

PREREQUISITES: Spanish III-Honors and permission of the instructor

### Recommended for 11<sup>th</sup> – 12<sup>th</sup> graders

*Fairy tales...Literature...Relationships...Social Issues...Video enactment...Arts...Drama...Internet*

In the fourth year course, the students will increase vocabulary and improve reading skills. They will develop a greater speaking ability in retelling and discussing stories and literary works. Culture will be studied and focus will be on comparing and contrasting our culture with those of the Hispanic world. Listening skills will be further developed through film and authentic dialogues.

## SPANISH VI - HONORS

60.0760040

LENGTH OF COURSE: Yearlong

PREREQUISITES: Spanish IV-Honors and permission of the instructor

### Recommended for 12<sup>th</sup> graders

The course is intended to help upper level students sharpen and refine verbal skills in Spanish. The focus will be on the development of speaking skills as well as reading and writing skills. Role playing, improvisational activities, class debates, group discussions, and meaningful dialogues assist in skill development. Some themes covered are media, art, careers, film, theatre, poetry, storytelling, and music.

## ADVANCED PLACEMENT (AP) SPANISH

60.0770010

LENGTH OF COURSE: Yearlong

PREREQUISITES: Spanish IV-Honors and permission of the instructor

### Recommended for 12<sup>th</sup> graders

This Spanish language course is designed for advanced students who choose to develop a greater proficiency in Spanish. Students who enroll in this course should have knowledge of the language and culture of Spanish speaking people and should have attained a fairly high level of proficiency in speaking, listening, writing and reading. The AP exam is administered in Spanish and tests the student's ability to speak, listen, write and read Spanish. The examination devotes 90 minutes to multiple-choice questions on listening comprehension, vocabulary, structure, and reading comprehension; 75-85 minutes are devoted to free-response writing and speaking.

**All students enrolled in AP Spanish are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## CAREER TECHNOLOGY



The mission of Centennial High School's Career Technology Education Department is to build academic foundations, technical skills, and career development in business and computer science, health science, law and justice, broadcast and video production, pre-engineering, family and consumer science, and leadership training; giving all students a foundation for life-long learning and outstanding achievement as they prepare for the workforce or their post-secondary options.

Career and Technical Education fulfills its mission by offering rigorous and relevant courses that are grouped into pathways. A pathway is a method of preparing for a career that fits a student's interests and goals. Each pathway recommends individual high school courses – both academic and career-related, which are specifically geared toward the career a student chooses. All of this planning should start in ninth grade and should continue as students make plans to enroll in a college/university or enter into the military or workforce. Pathways will soon offer End-of-Pathway tests that will lead to a certification in a specific program area. In order to complete a pathway, students must complete the introductory course and/or the three required courses to become a pathway completer. Therefore, it is imperative that pathways be completed as indicated by grade level. Some of the advanced courses do not, however, require pre-requisites.

Centennial offers pathways in several program concentration areas. The program concentration areas include: Business and Computer Science, Engineering and Technology, Health Science Technology, Law and Justice, Video and Broadcast, Family and Consumer Science, and Junior Reserve Officer's Training Corps. Many Career Technology courses offer Tech Prep credit. *Technical Preparation* or Tech Prep

is a nationwide career development system that provides students with a planned program of study that incorporates academic and career-related courses. Tech Prep is also a technical college’s advanced placement program. It allows students to receive technical college credit and high school credit at the same time. The courses available for credit are based on an articulation agreement with Lanier Technical College and Atlanta Technical College. The criteria for Tech Prep are as follows:

- Student must receive a grade of “85” or higher on their final transcript to qualify for technical advanced placement credit.
- Student must claim technical advanced credit by enrolling in a technical college within 18 months after graduation.

**GEORGIA PERFORMANCE STANDARDS are in place for all courses except for AP Computer Science which follows the College Board’s topic outline.**

**WORK-BASED LEARNING BUSINESS INTERNSHIP**

6.7114000 (7<sup>th</sup>)

6.7115000 (8<sup>th</sup>)

LENGTH OF COURSE: Yearlong

PREREQUISITE: Application, Teacher Recommendation, and Concurrent Business course or the completion of at least two courses within a Career Tech Pathway

**Recommended for 12<sup>th</sup> graders**

Are you interested in a co-op work program? Are you interested in gaining business experience while you are in school? Are you planning to major in business in college? Do you want to work in a business setting when you graduate? Do you want to leave school early, get high school credit, and get paid? If you answered, “yes,” to any of these questions, then the Work-Based Learning Business Internship program is for you. This is the old CBE course. The WBL Business Internship program is designed to provide on-the-job training for students. An application is required. Students should be enrolled in any Business and Computer Science course or have completed at least two courses within a Business Computer Science Pathway before their senior year. **See Ms. Cowart or any business teacher for an application.**

**COMPUTER SCIENCE PATHWAY**

The courses offered in the Computer Science pathway are designed to provide students with experience in using and understanding how computers work. There are two pathways offered in this area: computing and interactive media. The pathways have concentrations in the following areas: hardware and software applications, networking, web-page design, animation, or programming. Each course provides methods for using the computer as a tool to solve everyday problems.

<b>Computing Pathway</b>		<b>Interactive Media Pathway</b>
Computing in the Modern World*		Computing in the Modern World*
Beginning Programming*		Fundamentals of Web Design*
Intermediate Programming*		Advanced Web Design*
AP Computer Science A**		Introduction to Animation & 3-D Design

\*Required for pathway completion.

\*\*This course can be taken as part of the pathway or separately.

**COMPUTING IN THE MODERN WORLD**

11.4130000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

**Recommended for 9<sup>th</sup> graders--open to 10<sup>th</sup> – 12<sup>th</sup> graders**

This course earns Technical College credit.

The goal of this course is to provide all students with an introduction to the principles of computer science and its place in the modern world. This course should also help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society. Additionally, students can acquire a fundamental understanding of the operation of computers and computer networks and create useful programs implementing simple algorithms. By developing Web pages that include images, sound, and text, they can acquire a working understanding of the Internet,

common formats for data transmission, and some insights into the design of the human-computer interface. Exposure to career possibilities and discussion of ethical issues relating to computers will be a component of this course. This course offers a fun way to learn about computers and technology.

### **BEGINNING PROGRAMMING**

11.4180000

LENGTH OF COURSE: Yearlong

PREREQUISITES: Computing in the Modern World

#### **Recommended for 10 graders--open to 11<sup>th</sup> – 12<sup>th</sup> graders**

The major goal of this course is for students to develop the computer science skills of algorithm development, problem solving, and programming. While the emphasis of the course will be on programming, students will also be introduced to other important topics, such as careers, the limits of computing and the difference between interpreters and compilers. The languages studied in this course include, but are not limited to: Scratch, Alice, Python or Java.

### **INTERMEDIATE PROGRAMMING**

11.4210000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Computing in the Modern World and Beginning Programming

#### **Recommended for 11<sup>th</sup>-12<sup>th</sup> graders**

The goal of this course is to deepen students understanding of computing. Students will learn key concepts of software engineering, graphical user interfaces, and user interface design. Students will gain a deeper understanding of basic data structures and use them to solve more complex problems in a collaborative manner. Additional topics include: Boolean logic and the limits of computing. Languages studied may include: C++, Visual Basic.net, Python, or Java.

### **AP COMPUTER SCIENCE A**

11.4160010

LENGTH OF COURSE: Yearlong

PREREQUISITES: Approved intent form, completion of Math I or Accelerated Math I with an A/B average, mathematics teacher recommendation, experience in problem solving, competence in written communication, good work ethic, and strong curiosity in what makes computers work.

#### **Recommended for 10<sup>th</sup>-12<sup>th</sup> graders**

The goals of an AP course in computer science are comparable to those in the introductory sequence of courses for computer science majors offered in college and university computer science departments. It is not expected, however, that all students in an AP Computer Science course will major in computer science at the university level. An AP Computer Science course is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines that require significant involvement with technology. The language taught and used in this course is Java. Topics include the design and implementation of computer-based solutions to problems in a variety of application areas, the usage and implementation of well-known algorithms and data structures, coding in an object-oriented paradigm, and the understanding of large programs consisting of several classes and interacting objects. Software engineering, computer hardware systems, new computer technologies, and the social implications of computing are also discussed in this course. All students enrolled in this course are required to take the AP examination in May if they are passing the course at the time of the exam. **This course counts as the fourth science credit.**

### **FUNDAMENTALS OF WEB PAGE DESIGN**

LENGTH OF COURSE: Yearlong

PREREQUISITE: Computing in the Modern World

#### **Recommended for 10 graders--open to 11<sup>th</sup> – 12<sup>th</sup> graders**

This course will provide students with essential web page planning and development skills. Students will learn to write code manually and use graphical authoring tools. Students will also learn to work with web page layout and graphical elements, including images, hyperlinks, tables, forms, and frames. Class activities are project-based and give students an opportunity to practice web design fundamentals while learning technical skills including Hyper Text Markup Language (HTML) coding and web design software.



Additional programs will be utilized such as: Expression 2.0, Dreamweaver, or FrontPage. There will also be a brief introduction into JavaScript.

### **ADVANCED WEB DESIGN**

11.43200

LENGTH OF COURSE: Yearlong

Prerequisites: Fundamentals of Web Design

#### **Recommended for 11<sup>th</sup>-12<sup>th</sup> graders**

Upon completion of this course, students should have a thorough knowledge of all areas of web page design. Topics include: the web development process, advanced layout and design features, advanced study of scripting languages, site development with HTML editors, and web servers and databases. The software taught in this class includes, but is not limited to: Dreamweaver, FrontPage, and photo editing. Class activities are project based and give students an opportunity to practice web design techniques while learning technical skills. This class provides the skills necessary for students to become web masters and continue their skills beyond high school in a community college, university, or workplace setting. This course also prepares students to take the Certified Internet Web (CIW) Associate Design Specialist Certification.

### **INTRODUCTION TO ANIMATION AND 3D DESIGN**

11.42800

LENGTH OF COURSE: Yearlong

PREREQUISITE: Computing in the Modern World

#### **Recommended for 11<sup>th</sup>-12<sup>th</sup> graders**

This is a foundations course that serves as an introduction to the animation and 3D design industry. Emphasis is placed on career awareness, fundamentals of modeling, storyboard creation, cameras and lighting. Students will learn how 3D technology is used for film, broadcast and games and how it is rapidly becoming the medium of choice for industrial design, military simulations, and medical visualization. The software taught in this class includes, but are not limited to: Illustrator, Freehand, Flash, Blender, or Anim8or or SketchUp. Learn to animate like the Disney and Pixar animators!

### **PROGRAM CONCENTRATION: BROADCAST & VIDEO PRODUCTION**

The *Broadcast & Video Production (BVP)* curriculum at Centennial High School provides students an education in the field of Television and Video Production. Students are exposed to different types of productions while learning how to analyze and critique current television programming. A proficiency in operating the equipment will be expected due to the programs that will be created by the student crew. Students will use professional grade equipment and must display a high level of responsibility while in the BVP Department. ***Extracurricular productions are a requirement in this program.***

The Advanced BVP students produce the television program, *CHS CNN*, a program for broadcast to the student body. They also work on productions inside the studio and in the field. Students provide a service to the school by working as the video crew for many of the sports, clubs, and organizations productions.

*Broadcast & Video Production* will prepare students for careers in several fields. Videographers, news reporters and directors are no longer the only fields for production. Corporate, medical, and government institutions now employ video departments. These and many other areas ensure that there is a growing need for experienced and educated television production professionals.

***All Broadcast and Video Production students must attain a minimum first semester grade of 75 to be eligible for advancement to the next BVP level the following year. For example, a BVP I student must earn a 75 or better for the Fall of 2012 semester to qualify for BVP II placement for Fall 2013.***

### **BROADCAST AND VIDEO PRODUCTION PATHWAY**

**Broadcast/Video Production Pathway**

Broadcast/Video Production I
Broadcast/Video Production II
Broadcast/Video Production III
Work Based Learning

### **BROADCAST & VIDEO PRODUCTION I**

10.4111000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

#### **Recommended for 9<sup>th</sup> graders**

This course provides an introductory overview of television production with an emphasis on the role of the television production team. Students are instructed on the correct operation of studio and field production equipment as well as the history of television, scriptwriting, news reporting, and post-production editing. The yearlong course will provide all of the basic knowledge needed to progress on to the advanced levels of the program. ***Extracurricular productions are a requirement in this program.***

### **BROADCAST & VIDEO PRODUCTION II**

10.4121000

LENGTH OF COURSE: Yearlong

PREREQUISITE: BVPI, Application Required

#### **Recommended for 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade**

This course reinforces the television production process. Students work on advanced editing projects and work as crewmembers and producers on the in-studio and field productions. Students in this course are the reporters and producers of the segments on *CHS Sports Center*, Centennial High School's television program. Students will begin to work with Final Cut Pro editing equipment and Flash animation as part of this course. ***Extracurricular productions are a requirement in this program.***

### **BROADCAST & VIDEO PRODUCTION III**

10.4131000

LENGTH OF COURSE: Yearlong

PREREQUISITES: BVPI and BVPII, Application Required

#### **Recommended for 11<sup>th</sup> and 12<sup>th</sup> grade**

The third year course gives students the opportunity to do advanced editing projects as well as direct other student production groups. Students will learn advanced editing techniques to work on *CHS CNN* and video yearbook, school productions, and outside business productions. Students will work with Final Cut Pro editing equipment as well as Flash animation technology for their productions. ***Extracurricular productions are a requirement in this program.***

### **PROGRAM CONCENTRATION: ENGINEERING**



It is the intent of the Engineering curriculum at Centennial High School to provide students with the best and most comprehensive experiences and education in all areas of technology. In the Pre-Engineering lab, students will have the opportunity to use tools, materials, and machines to solve real-world problems and communicate technical information. Students will also design, engineer, and evaluate products and systems to better understand the relationship between technology and society.

Engineering is the application of math, science and physics. The Pre-Engineering program of study offers four courses. The first course is Foundations of Engineering & Technology which is an overview of Engineering. The second course offered is Engineering Concepts where you will learn about concepts common to all engineers and perform case studies as individuals and teams. Engineering Application is the third level that will allow students to design engineering projects. The last course is Research and Design where students will complete technical problem-solving activities.

## ENGINEERING TECHNOLOGY PATHWAY

<b>Engineering Pathway</b>
Foundations of Engineering and Technology*
Engineering Concepts*
Engineering Applications*
Work Based Learning

### FOUNDATIONS OF ENGINEERING AND TECHNOLOGY

21.4250000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

**Recommended for 9<sup>th</sup> graders, Open to 10<sup>th</sup> – 12<sup>th</sup> graders**

Introduction to Technology is a career technology course at Centennial High School. Successful completion of this course will increase the student's technological literacy and problem solving skills, expose the student to career opportunities in technology and engineering, and provide opportunities for the student to learn and experiment with engineering design principles. In addition, this course offers the student the unique opportunity to integrate science and mathematics principles to the understanding of engineering disciplines and real world technological solutions. The student will participate in the product design process from the business and technical perspectives.

#### ENGINEERING CONCEPTS

21.4710000

LENGTH OF COURSE: Yearlong

PREREQUISITE: FOUNDATIONS OF ENGINEERING AND TECHNOLOGY

**Recommended for 10<sup>th</sup> graders**

Engineering Concepts is the introduction to principles and activities peculiar to the field of Engineering. Engineering Concepts involves the practical application of scientific and mathematical principles for the purpose of solving real world and/or simulated problems and communication technical information. Students use tools and materials to design, engineer and evaluate products and systems as a means of examining the relationship of technology on society as well as society on technology.

#### ENGINEERING APPLICATIONS

21.42720000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Foundations of Engineering and Technology and Engineering Concepts

**Recommended for 11<sup>th</sup> – 12<sup>th</sup> graders**

Engineering Applications is the advanced engineering class available at Centennial High School. Successful completion of this course will increase the student's technological literacy and problem solving skills, expose the student to career opportunities in technology and engineering, and provide opportunities for the student to learn and experiment with engineering design principles. In addition, this course offers the student the unique opportunity to integrate science and mathematics principles to the understanding of engineering disciplines and real world technological solutions. The student will participate in the product design process from the business and technical perspectives.

### PROGRAM CONCENTRATION: FAMILY & CONSUMER SCIENCE



The focus of this program is on nutrition and food science. Since we are concerned about the daily events that have an impact on our students as individuals and as family members, the pathway is designed to help educate students to deal with contemporary issues. The following courses prepare both college-bound and non-college-bound students (male and female) for daily living and for building a good foundation for the many career opportunities available.

## NUTRITION AND FOOD SCIENCE PATHWAY

Food, Nutrition and Wellness are essential in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored. This pathway develops the knowledge base and the skills necessary to be selective when making the right food choices, with an emphasis on nutrient content, the development of chronic diseases, and food safety.

<b>Nutrition and Food Science Pathway</b>
Food, Nutrition, and Wellness*
Food & Nutrition Through the Lifespan*
Food and Science*

\*Required for Pathway Completion

### FOOD, NUTRITION, AND WELLNESS

20.4161000

LENGTH OF COURSE: Yearlong

PREREQUISITE: FCS Pathway Essentials (recommended)

This course studies the basic elements of nutrition and the importance of a healthy diet. Labs coordinate with each topic and provide practice in the importance of making healthy food choices. We will examine how to reduce fat and sugars in the diet and look at family health tendencies, as they relate to diet. The course will also explore the cuisines around the world as well as here in America. A unit on healthy entertaining will be included. Safe handling and storage of food is also taught.

### FOOD & NUTRITION THROUGH THE LIFESPAN

20.4171000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Food, Nutrition, and Wellness

This course is designed to introduce students to the field of nutrition and wellness including major trends, issues, employment opportunities, and career path. Areas of study include: an overview of wellness, factors contributing to an individual's wellness, and the relationship of health risks, physical activity, food choices and nutrition to wellness. Students also develop an awareness of the importance of safe food handling and storage practices.

### FOOD SCIENCE

20.4181000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Food, Nutrition, and Wellness

#### **Recommended for 12<sup>th</sup> graders**

Food Science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Careers will be explored.

### PROGRAM CONCENTRATION: HEALTHCARE SCIENCE TECHNOLOGY



In the healthcare science courses, students learn skills and knowledge needed to pursue careers in the healthcare field. Students explore topics such as the US Health System, medical ethics, and medical legal considerations. Students learn about infection control, personal safety and health, medical terminology, and anatomy and physiology. Practical skills learned include patient assessment, first aid, vital signs, CPR/AED, and patient care techniques. By the completion of the fourth year, students will have spent up to 28 weeks in

an internship practicing their acquired knowledge and skills. Ninth-Twelfth graders are eligible to enroll in Healthcare Science Technology courses.

<b>Therapeutic Services-Medical Services Career Pathway</b>
Introduction to Healthcare Science* Request for registration is required.
Application of Therapeutic Services* Request for registration is required.
General Medicine* Request for registration is required.
Medical Services Internship Request for registration is required.

\*Required for Pathway Completion

### **INTRODUCTION TO HEALTHCARE SCIENCE TECHNOLOGY**

25.4210000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

#### **Recommended for 10<sup>th</sup> graders**

This course is geared toward students with an interest in medicine. Students learn about the US Health System, careers in medicine, medical legal and ethical issues, medical terminology, infectious disease and infection control. Basic anatomy and physiology is introduced. Life stages and health communication skills are studied. Practical skills such as CPR/AED, first aid, and vital signs are learned.

### **APPLICATIONS OF THERAPEUTIC SERVICES**

25.4220000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Introduction to Healthcare Science Technology

#### **Recommended for 11<sup>th</sup> graders**

This course covers advanced medical terminology, anatomy and physiology, medical mathematics, medication administration, and patient care needs. Professional skills are emphasized.

### **GENERAL MEDICINE**

25.4250000

LENGTH OF COURSE: Yearlong

PREREQUISITES: Introduction to Healthcare Science Technology and Applications of Therapeutic Services

#### **Recommended for 12<sup>th</sup> graders (fall semester)**

The course is designed to offer students the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of each of the major departments of the average acute care setting/hospital, including but not limited to: Orthopedics, Cardiology, Diagnostic Imaging, MedSurg, Gastroenterology, Urology, and Customer Care Services. Students focusing on a career path in medicine (Pre-Med) or on a career in one of the ancillary departments noted above will apply classroom/lab knowledge and skills in the clinical setting as they participate in direct client care. The work-based learning strategy appropriate for this course is a minimum 40 hour clinical practicum.

### **MEDICAL SERVICES INTERNSHIP**

25.5260000

LENGTH OF COURSE: Yearlong

PREREQUISITES: Introduction to Healthcare Science Technology, Applications of Therapeutic Services, and General Medicine

#### **Recommended for 12<sup>th</sup> graders (spring semester)**

This internship of experiences in hospital, medical, dental, physical therapy and/or veterinary offices reinforce learning in the classroom. Students are at the clinical sites three to four days/week and are in the classroom one to two days/week to earn additional certifications in oxygen administration, blood borne pathogens, and HIPPA. Students must provide their own transportation to and from clinical sites.

### **PROGRAM CONCENTRATION: JUNIOR RESERVE OFFICERS TRAINING CORPS (JROTC)**



The Junior Reserve Officer's Training Corp (JROTC) is designed to teach high school students the value of citizenship, leadership, and service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self esteem, team work, and discipline. The curriculum focus is reflected in its mission statement "To motivate young people to be better citizens." The Junior ROTC courses serve as a pathway for any post-secondary bound student. The program's grooming standards are different than that of Fulton County School policy. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program at an accredited college or university or advanced rank in the armed forces.

The Junior Reserve Officers' Training Corps (JROTC) is designed to teach high school students the value of citizenship, leadership, and service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self esteem, teamwork, and self-discipline. The curriculum focus is reflected in its mission statement "**To motivate young people to be better citizens.**" The Junior ROTC courses serve as elective offering for college preparatory, career technology or dual track students. The program's grooming standards are different than that of Fulton County School policy. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program at an accredited college or university or advanced rank in the armed forces.

The Junior ROTC curriculum is enhanced with additional extracurricular activities to include an annual Junior ROTC Military Ball or Dining In, competitive and community Color Guard teams, Exhibition and Standard Drill Teams, Raider Challenge Teams (rope bridge building, map reading, orienteering, and physical fitness). In addition, Junior ROTC programs support Varsity Air Rifle Teams, a Georgia High School Association sanctioned sport. The integration of practical work with theory is fundamental to the program.

**JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC) PATHWAY**

<b>Junior Reserve Officers Training Corps Career Pathway</b>
JROTC I
JROTC II
JROTC III
JROTC IV

**ARMY JROTC LEADERSHIP EDUCATION TRAINING 1 (JROTC I) TRADITIONAL**

28.0310000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

**Recommended for 9<sup>th</sup> graders, Open to 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders**

During the first semester, 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 application for diversity, and active learning strategies are integrated throughout the course. It also instructs on personal portfolios which capture cadet achievements.

During the second semester, this course includes classroom instruction and laboratory instruction expanding on the communication skills and conflict management and resolution curriculum taught in JROTC LET I (Traditional) first semester. 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.

The performance standards in all JROTC courses are based on the performance standards identified in the curriculum for the U.S. 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, and eligibility for a personal fitness waiver.

The JROTC program is a uniformed program where discipline is judged, in part, by the manner in which a cadet wears a prescribed uniform as well as by the individual's personal appearance. Uniforms must be cleaned and pressed when worn.

**Males:** The face will be clean-shaven, except for permitted mustaches. Males are not authorized to wear braids, cornrows, or dreadlocks while in uniform. Hair will not fall over the eyebrows; hair will not fall over the ears, nor touch the back of the collar. Additionally, males cannot have sideburns longer than the bottom of the ear canal. Males CANNOT wear ANY jewelry, except a watch, while in uniform.

**Females:** Hairstyles will not interfere with proper wearing of the military headgear. Females may wear braids or cornrows as long as the braided style is conservative and the braids and cornrows lie snugly over the head. Females may wear one pair of disc-shaped earrings no more than ¼ inches in diameter. Earrings will be worn on the lower portion of the earlobe.

**Cadet Portfolio:** Every cadet will create a portfolio that contains an organized collection of work based on accomplishments, personality and aspirations. The portfolio will begin upon entry in the JROTC program and be maintained for the duration of the enrollment in the program. The portfolio will reflect the student's best work and provide insight and information on the cadet's personal achievements and growth over time. It is a major graded assignment that requires on-going maintenance.

### **ARMY JROTC LEADERSHIP EDUCATION TRAINING 2 (JROTC II) TRADITIONAL**

28.0320000

LENGTH OF COURSE: Yearlong

PREREQUISITE: JROTC LET 1 (may be taken concurrently with JROTC III)

#### **Recommended for 10<sup>th</sup> graders, open to 11<sup>th</sup> and 12<sup>th</sup> graders**

This course will help develop an appreciation for the importance of physical fitness in maintaining good health and appearance. You will learn basic information about nutrition and exercise. You will also learn basic information about nutrition and exercise. You will also learn about first aid for emergency and non emergency situations as well as an introduction to drug awareness to include the use and effect of drugs, alcohol and substances. You will also explore the values and principles that underlie good citizenship. Emphasis is placed on topics such as the importance of the United States Constitution and Bill of Rights; responsibility of U.S. citizens; basic national values; the U.S. federal justice system; and service to the community. In conjunction with citizenship, cadets are introduced to a variety of significant events and historical figures that contributed to our citizenship and American history.

During the second semester, this course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC LET 2 (Traditional), first semester. 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, and the importance of the Bill of Rights.

The JROTC program is a uniformed program where discipline is judged, in part, by the manner in which a cadet wears a prescribed uniform as well as by the individual's personal appearance. Uniforms must be cleaned and pressed when worn.

**Males:** The face will be clean-shaven, except for permitted mustaches. Males are not authorized to wear braids, cornrows, or dreadlocks while in uniform. Hair will not fall over the eyebrows; hair will not fall over the ears, nor touch the back of the collar. Additionally, males cannot have sideburns longer than the bottom of the ear canal. Males CANNOT wear ANY jewelry, except a watch, while in uniform.

**Females:** Hairstyles will not interfere with proper wearing of the military headgear. Females may wear braids or cornrows as long as the braided style is conservative and the braids and cornrows lie snugly over the head. Females may wear one pair of disc-shaped earrings no more than ¼ inch in diameter. Earrings will be worn on the lower portion of the earlobe.

**Cadet Portfolio:** Every cadet will create a portfolio that contains an organized collection of work based on accomplishments, personality and aspirations. The portfolio will begin upon entry in the JROTC program and be maintained for the duration of the enrollment in the program. The portfolio will reflect the student's best work and provide insight and information on the cadet's personal achievements and growth over time. It is a major graded assignment that requires on-going maintenance.

**NOTE: There will be mandatory co-curricular activities before and after school. If a cadet is unable to attend, then an appropriate alternative assignment will be given.**

### **ARMY JROTC LEADERSHIP EDUCATION TRAINING 3 (JROTC III) TRADITIONAL**

28.0330000

LENGTH OF COURSE: Yearlong

PREREQUISITES: JROTC LET 1, JROTC LET 2 recommended, but not required (may be taken concurrently with JROTC II)

#### **Recommended for 11<sup>th</sup> graders, but open to 10<sup>th</sup> and 12<sup>th</sup> graders**

This course will help to further understand and apply basic leadership skills (principles, styles, values, the BE, KNOW and DO attributes). Cadets will have the opportunity to demonstrate, be assessed on, and evaluated on their leadership potential through the application of these concepts in command or staff positions. You will be introduced to the communication process among individuals and the communication principles of writing, speaking, and listening. You will be able to describe the basic principles necessary for preparing and presenting effective oral communications and will have numerous opportunities to present information/ideas orally and in writing. Students will be introduced to basic guidelines for managing conflict and communication skills necessary for finding solutions to resolve conflicts.

During the first semester, this course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC 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 opportunities to handle various leadership situations. The research, identification, planning, and execution of service learning activities are included. It also instructs on personal portfolios which build from previous years.

During the second semester, this course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC LET 1 - 2 and JROTC LET 3 first semester. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. Instructions on the creation of career portfolios and plans for college or work are also a part of the course. Financial management principles including investing, credit, and insurance are studied in depth. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems.

The JROTC program is a uniformed program where discipline is judged, in part, by the manner in which a cadet wears a prescribed uniform as well as by the individual's personal appearance. Uniforms must be cleaned and pressed when worn.

**Males:** The face will be clean-shaven, except for permitted mustaches. Males are not authorized to wear braids, cornrows, or dreadlocks while in uniform. Hair will not fall over the eyebrows; hair will not fall over the ears, nor touch the back of the collar. Additionally, males cannot have sideburns longer than the bottom of the ear canal. Males CANNOT wear ANY jewelry, except a watch, while in uniform.

**Females:** Hairstyles will not interfere with proper wearing of the military headgear. Females may wear braids or cornrows as long as the braided style is conservative and the braids and cornrows lie snugly over the head. Females may wear one pair of disc-shaped earrings no more than ¼ inch in diameter. Earrings will be worn on the lower portion of the earlobe.

**Cadet Portfolio:** Every cadet will create a portfolio that contains an organized collection of work based on accomplishments, personality and aspirations. The portfolio will begin upon entry in the JROTC program and be maintained for the duration of the enrollment in the program. The portfolio will reflect the student's best work and provide insight and information on the cadet's personal achievements and growth over time. It is a major graded assignment that requires on-going maintenance.

#### **ARMY JROTC LEADERSHIP EDUCATION TRAINING 4 (JROTC IV) TRADITIONAL**

28.0340000

LENGTH OF COURSE: Yearlong

PREREQUISITES: JROTC LET 1, JROTC LET 2 and JROTC LET 3

#### **Recommended for 12<sup>th</sup> graders**

This course continues to build cadets' leadership development by concentrating on basic individual leadership responsibilities/techniques and introducing the responsibilities of team leaders. Cadets will have the opportunity to identify the impact of their actions on themselves as well as on other team members in the areas of individual responsibility, self-reliance, follower ship, and team work. Cadets will be introduced to the basic principles of management, how leaders use these principles, to effectively manage resources, and the basic differences between leadership and management techniques. Students will deliver instruction using accepted principles and methods of instruction. Students will develop lesson plans and graphic organizers; recognize how to determine the material that they must review and rehearse prior to delivering instruction.

During the first semester, this course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC 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 developing a positive attitude, preventing violence and managing anger. It provides instruction on etiquette, daily planning, financial planning, and careers.

During the second semester, this course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC LET 1- 3. It includes requirements for the practical application of leadership duties. Included are exercises in writing skills. 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 all JROTC courses 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.

The JROTC program is a uniformed program where discipline is judged, in part, by the manner in which a cadet wears a prescribed uniform as well as by the individual's personal appearance. Uniforms must be cleaned and pressed when worn.

**Males:** The face will be clean-shaven, except for permitted mustaches. Males are not authorized to wear braids, cornrows, or dreadlocks while in uniform. Hair will not fall over the eyebrows, hair will not fall over the ears, nor touch the back of the collar. Additionally, males cannot have sideburns longer than the bottom of the ear canal. Males CANNOT wear ANY jewelry, except a watch, while in uniform.

**Females:** Hairstyles will not interfere with proper wearing of the military headgear. Females may wear braids or cornrows as long as the braided style is conservative and the braids and cornrows lie snugly over the head. Females may wear one pair of disc-shaped earrings no more than ¼ inch in diameter. Earrings will be worn on the lower portion of the earlobe.

**Cadet Portfolio:** Every cadet will create a portfolio that contains an organized collection of work based on accomplishments, personality and aspirations. The portfolio will begin upon entry in the JROTC program and be maintained for the duration of the enrollment in the program. The portfolio will reflect the student's best work and provide insight and information on the cadet's personal achievements and growth over time. It is a major graded assignment that requires on-going maintenance.

**PROGRAM CONCENTRATION: LAW AND JUSTICE**



Centennial High School is fortunate to have a unique program designed to prepare students for careers in the criminal justice field. The major areas of concentration are in Enforcement, Forensics, Constitutional Law, and the Judiciary. Graduates have gone on to become lawyers, federal agents, forensic investigators, and police officers. The program offers four years of classroom educational opportunities plus an Apprenticeship Program. The curriculum structure is a combination of hands-on training and academic studies. The Centennial Law & Justice Program is considered one of the finest in the country! Visit our website at [www.justiceprogram.com](http://www.justiceprogram.com).

**LAW AND JUSTICE PATHWAY**

<b>Law and Justice Career Pathway</b>
Introduction to Law and Justice*
Law, Community Response and Policing*
Criminal Investigation and Forensics*
Apprenticeship Program

\*Required for the pathway

**INTRODUCTION TO LAW AND JUSTICE**

43.4300000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Submission of Request for Registration

Students wishing to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony.

## **LAW, COMMUNITY RESPONSE, AND POLICING**

43.4310000

LENGTH OF COURSE: Yearlong

PREREQUISITES: Introduction to Law and Justice

This course emphasizes the structure of the American legal system while examining constitutional legal issues. The course will explore the rights of citizens guaranteed by the United States and Georgia constitutions. Students will also evaluate the powers granted to the police and the restrictions placed upon them by the respective constitutions and their amendments. Specific topics of discussion will include search and seizure, arrests, interviews, interrogations, and confessions in the context of criminal prosecution. Students will utilize reading, writing, and critical thinking in the analysis of cases in a mock trial.

In addition to legal issues, students will be exposed to advanced law and justice skills. Activities include tactics, methods, and skills utilized in the law enforcement field. Students will attain skills for dealing with disasters and emergency situations. Upon completion of the course requirements students may be eligible to obtain certifications in Community Emergency Response Team (CERT), American Heart Association (AHA) Basic Life Support, and/or American Red Cross (ARC) First Aid and CPR.

## **CRIMINAL INVESTIGATION AND FORENSICS**

43.4320000

LENGTH OF COURSE: Yearlong

PREREQUISITES: Law, Community Response, and Policing

This course will provide student with an opportunity to explore the basic processes and principles of forensic science, as it relates to criminal investigation. Students will learn the importance of the identification, collection, and processing of evidence and of its contribution to the criminal investigation. Students will learn of the legal responsibilities and challenges which the forensic investigator may encounter. The student will also learn of the role of the criminal investigator. Included in this course will be the importance of preserving and documenting the crime scene, enabling the investigator to analyze evidence and its relationship to the crime. Students will express understanding of their knowledge by composing clear, concise and thorough investigative reports, indicating a successful conclusion to an investigation.

## **LAW AND JUSTICE Work Based Learning**

43.7310000

LENGTH OF COURSE: Yearlong

PREREQUISITES: One year of advanced studies, application, and interview

### **Recommended for 12<sup>th</sup> graders**

In-the-field learning experiences are critical for students who plan to pursue careers in criminal justice. Local police departments, laboratories, and law firms have expressed interest in an apprenticeship program. Students are not guaranteed a position nor are all positions paid. In-the-field learning experiences are critical for students who plan to pursue careers in criminal justice. Local police departments, laboratories, and law firms have expressed interest in an apprenticeship program. Students are not guaranteed a position nor are all positions paid. Note: Parking permits are not guaranteed and students must provide their own transportation. There are additional areas in which you can apprentice. **See Mrs. Robinson for an application.**

## **YOUTH APPRENTICESHIP**



### **Work Based Learning**

Length of Course: Yearlong

PREREQUISITE: Application

Recommended for 12th graders

Youth Apprenticeship is a structured combination of school-based and work-based learning. Through a coordinated effort involving business and industry, Youth Apprenticeship addresses the dual goals of preparing students for the world of work and providing Georgia with a highly skilled, technologically competitive workforce. A student participating in the Youth Apprenticeship Program receives an education that is both academically challenging and relevant to employment in today's economy. The program enables a student to receive a certification of industry-recognized competencies applicable to employment in a high-skilled occupation. Students admitted to this program should be CTE pathway completers or currently working toward pathway completion. Students should obtain employment within the first three weeks of school in order to not risk removal from the course. **See Mrs. Robinson for an application.**

### **ART**



### **INTRODUCTION TO ART**

50.4211001

LENGTH OF COURSE: One semester

PREREQUISITE: None

Introduction to Art is one of the prerequisites for all art courses taught at Centennial High School. Students will use the elements and principles of design to make a number of projects. Each project will be made in a different technique and media such as drawing, painting, printmaking, ceramics, sculpture, history, and commercial design. Students will be taught the basics of drawing.

### **ART HISTORY I**

50.4911001

LENGTH OF COURSE: One semester

PREREQUISITE: None

Art History I is one of the prerequisites for all art courses taught at Centennial High School. Students will study the evolution of the early periods of art from Prehistoric through Gothic. As each period is studied, students will investigate the technological, economic, religious, political, and social influences on art. Students produce artwork working with a variety of media, symbolism and styles from a selected period. This course is designed for the college-oriented student preparing for requirements in the humanities in college.

### **ART HISTORY II**

50.4911002

LENGTH OF COURSE: One semester

PREREQUISITE: None; may be taken independently of Art History I

Art History is one of the prerequisites for all art courses taught at Centennial High School. Students will study the art movements from Renaissance through contemporary. As each period is introduced, students will investigate the technological, economic, religious, political, and social influences on art. Students will make a piece of artwork with a variety of media, symbolism and styles from a selected period. This course is designed for the college-oriented student preparing for requirements in the Humanities in college.

## **ADVANCED PLACEMENT (AP) ART HISTORY**

50.4921010

LENGTH OF COURSE: Yearlong

PREREQUISITES: Introduction to Art suggested (Art History I, and/or Art History II); Art Teacher interview and approval.

AP Art History is a college level course taught in high school. The students study the history of art on an accelerated level with weekly outside class readings and assignments. The course is a yearlong study of the variety of world art and its influences upon society. Students will be expected to study, outside of class time, one area of art from a Non-European culture, as an independent project. **All students enrolled in AP Art History are required to take the AP Examination in May if they are passing this course prior to the AP Examinations.**

## **DRAWING AND PAINTING I**

50.4313001

LENGTH OF COURSE: One semester

PREREQUISITE: Successful completion of Introduction to Art or Art History I or Art History II

Learning to draw can be fun and challenging. Various drawing techniques, styles and materials are used in the exploration of the human figure, a still life, and use of perspective and proportion. Color theory will be expanded in various painting projects. Emphasis is on developing basic drawing and an introduction to painting techniques.

## **DRAWING AND PAINTING II**

50.4313002

LENGTH OF COURSE: One semester

PREREQUISITE: Drawing and Painting I, (must have passed Drawing & Painting I).

Using basic drawing and painting techniques, skills are investigated and improved using a variety of subject matter. Composition and design will be taught in all drawing and painting projects.

## **DRAWING AND PAINTING III**

50.4322001

LENGTH OF COURSE: One semester

PREREQUISITE: Drawing and Painting II (must have passed Drawing & Painting II).

The development of a strong composition and mastery of techniques and materials in the drawing and painting of various subject matter is pursued. The investigation of individual interest and the development of a personal style are encouraged. **Note:** At each sequential course level, drawing and painting problems are more complex. Students assume increasing responsibility and autonomy in fulfilling expectations.

## **DRAWING AND PAINTING IV**

50.4322002

LENGTH OF COURSE: One semester

PREREQUISITE: Drawing and Painting III (must have passed D&P III), and Art teacher recommendation

The advanced studies of drawing and painting give students the opportunity for building a portfolio. The investigation of possible careers, post-secondary studies, and individual abilities are included. A self-directed, contracted study of specific topics and techniques is included in this course. The objectives for study are determined jointly by the art teacher and the student.

## **SCULPTURE I**

50.4611001

LENGTH OF COURSE: One semester

PREREQUISITE: Successful completion of Introduction to Art or Art History I or Art History II

Students explore working with clay, plaster and other media, and the creation of three-dimensional art works. Subjects such as the human figure, nature, and ordinary object inspire interesting interpretation. Students explore techniques such as additive, subtractive, and modeling methods for relief sculpture and sculpture-in-the-round.

## **SCULPTURE II**

50.4611002

LENGTH OF COURSE: One semester

PREREQUISITE: Sculpture I (must have passed Sculpture I).

Students explore more complex additive, subtractive, and modeling methods for sculpture. Students will use traditional and non-traditional materials. Students investigate the historical origins and functions of sculpture in selected cultures. Mixed media and welding are introduced at this level in the creation of three-dimensional design.

### **SCULPTURE III**

50.4612001

LENGTH OF COURSE: One semester

PREREQUISITE: Sculpture II (must have passed Sculpture II).

Students use advanced techniques, designs, materials, tools, and equipment. Some techniques include casting, molding, gouging, brazing, lost wax soldering, piercing, and mixed media along with a variety of surface treatments. The development of a personal style is encouraged. **Note:** At each sequential course level, sculpture problems are more complex; students assume increasing responsibility and autonomy in fulfilling expectations.

### **SCULPTURE IV**

50.4612002

LENGTH OF COURSE: One semester

PREREQUISITES: Sculpture III (must have passed Sculpture III), and Art teacher recommendation

A self-directed, contracted study of specific topics and techniques. The objectives for study are determined jointly by the art teacher and the student.

### **CERAMICS I**

50.4411001

LENGTH OF COURSE: One semester

PREREQUISITE: Successful completion of Introduction to Art or Art History I or Art History II

Pinching, coiling, slab and modeling methods of basic hand building are introduced in this course. Functional and nonfunctional works are created such as bowls, vases, and covered boxes. Students will also learn a variety of surface treatments, decorating techniques, and how to stack a kiln.

### **CERAMICS II**

50.4411002

LENGTH OF COURSE: One semester

PREREQUISITE: Ceramics I (must have passed Ceramics I).

The introduction to the potter's wheel is exciting and challenging. Basic forms are made along with the further development of hand-building techniques. Glazing and surface decoration are explored in depth.

### **CERAMICS III**

50.4412001

LENGTH OF COURSE: One semester

PREREQUISITE: Ceramics II (must have passed Ceramics II).

The potter's wheel is used to create sophisticated forms such as covered jars, casserole dishes, and other functional forms. Advanced exploration of handbuilding and/or wheel throwing techniques. **Note:** At each level, ceramics problems are more complex. Students assume increasing responsibility and autonomy in fulfilling expectations.

### **CERAMICS IV**

50.4412002

LENGTH OF COURSE: One semester

PREREQUISITE: Ceramics III (must have passed Ceramics III), and art teacher recommendation

A self-directed, contracted study of specific topics and techniques. The objectives for study are determined jointly by the art teacher and the student.

### **PHOTOGRAPHY I**

50.4711001

LENGTH OF COURSE: One semester

PREREQUISITE: Successful completion of Introduction to Art or Art History I or Art History II

Students will be introduced to photography through their own hand-made pinhole cameras. Pictures will be composed as an art form. The basics of exposing, processing photos, focal lengths, and darkroom techniques will be used while developing and printing black and white photographs.

## **PHOTOGRAPHY II**

50.4711002

LENGTH OF COURSE: One semester

PREREQUISITE: Photography I (must have passed); Student must own his/her own manual 35mm camera. The discovery of how to use a manual 35-mm camera and how to use darkroom equipment in developing procedures can be exciting! Students will enlarge 35 mm negatives. The student registering for this course supplies the camera and film.

## **PHOTOGRAPHY III**

50.4712001

LENGTH OF COURSE: One semester

PREREQUISITES: Photography II (must have passed Photography II), and 35mm camera

Students investigate advanced darkroom techniques and the use of a variety of films while looking at the field of photojournalism. Students look at advanced and/or experimental pinhole cameras. **Note:** At each sequential course level, photographic design problems are more complex. Students assume increasing responsibility and autonomy in fulfilling expectations. Students use 120mm film and 4x5 film negatives.

## **PHOTOGRAPHY IV**

50.4712002

LENGTH OF COURSE: One semester

PREREQUISITES: Photography III (must have passed Photography III); 35mm camera, and Art teacher recommendation

Further development and proficiency in photography are integrated in the exploration of the field of advertising photography as a career. A self-directed, contracted study of specific topics and techniques, the students' objectives for study are determined jointly by the art teacher and the student. Students make extensive use of 4x5 film and larger negatives.

## **ADVANCED PLACEMENT (AP) STUDIO ART – DRAWING PORTFOLIO**

50.4811010

LENGTH OF COURSE: Yearlong

PREREQUISITES: At least three art classes including Introduction to Art or Art History I or Art History II. Art teacher recommendation and interview with the Art teacher and Art teacher approval.

Commitment, perseverance, and a strong desire to complete a portfolio of forty pieces of artwork are needed for students interested in this yearlong course! The art instructors identify exceptional students and facilitate the completion of a breadth section and concentration section of work on a college level. In Drawing Portfolio, students will concentrate on a variety of drawing techniques. As with all AP courses, the Educational Testing Service, in New Jersey, scores the portfolios in the late Spring. **All students enrolled in AP Studio Art-Drawing Portfolio are required to take the AP Examination in May if they are passing this course prior to the AP Examination.**

## **ADVANCED PLACEMENT (AP) STUDIO ART – 2-D PORTFOLIO**

50.4813010

LENGTH OF COURSE: Yearlong

PREREQUISITES: At least three art classes including Introduction to Art, Art History I or Art History II, Art teacher recommendation, interview with the Art teacher and Art teacher approval.

Commitment, perseverance, and a strong desire to complete a portfolio of forty pieces of artwork are needed for students interested in this yearlong course! The art instructors identify exceptional students and facilitate the completion of a breadth section and concentration section of work on a college level. In 2-D Portfolio, students will concentrate on a variety of drawing techniques, design techniques, and other processes that are two-dimensional works in nature, with less emphasis on drawing as in Drawing Portfolio. This includes drawing, painting, commercial design, and photography. As with all AP courses, the Educational Testing Service, in New Jersey, scores the portfolios in the late Spring. **All students enrolled in AP Studio Art-Drawing Portfolio are required to take the AP Examination in May if they are passing this course prior to the AP Examination.**

## **ADVANCED PLACEMENT (AP) STUDIO ART – 3-D PORTFOLIO**

50.4814010

LENGTH OF COURSE: Yearlong

PREREQUISITES: At least three art classes including Introduction to Art or Art History I or Art History II, art teacher recommendation, and interview with the art teacher

Commitment, perseverance, and a strong desire to complete a portfolio of forty pieces of artwork are needed for students interested in this yearlong course! The art instructors identify exceptional students and facilitate the completion of a breadth section and concentration section of work on a college level. In 3-D Portfolio, students will concentrate on a variety of sculptural techniques, 3-D design techniques, and other processes that are three-dimensional works in nature. As with all AP courses, the Educational Testing Service, in New Jersey, scores the portfolios in the late spring. **All students enrolled in AP Studio Art-Drawing Portfolio are required to take the AP Examination in May if they are passing this course prior to the AP Examination.**

## **MUSIC**

### **PERFORMING ARTS**



#### **BAND**

LENGTH OF COURSE: Yearlong

PREREQUISITE: Instructor Approval is Required

A performance organization consisting of students with low- to medium skills, achievement, and abilities in instrumental music performance. Students enroll with the understanding that there will be out-of-school performances (concerts, festivals, and parades) and morning and afterschool rehearsals throughout the school year. Students in grade levels 9 – 12 are eligible for membership through audition and approval of the Director. Students receive one-hour elective credit for this course.

#### **CHORUS**

54.0231000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Audition/Director Approval

Centennial Chorale is an auditioned group of males and females ranging in grades from 9<sup>th</sup> to 12<sup>th</sup>. This course is designed for students with previous choral, musical theatre, and/or vocal experience who are seeking to improve their musical knowledge and skills. This group will focus on wide-array of respected choral literature as well as aspects of music theory, sight-singing, and tonal memory skills. Time outside of class will be required for performances, rehearsals, and community events. Chorale will participate in GMEA's Performance Evaluation. This course fulfills the fine arts requirement and prepares students for further musical study.

#### **ORCHESTRA**

53.0581000

LENGTH OF COURSE: Yearlong

PREREQUISITE: Teacher recommendation/prior experience in music

#### **Recommended for 9<sup>th</sup> – 12 graders**

The Philharmonic Orchestra is a performance group comprised of selected high achieving and talented students. There will be out-of-school performances and rehearsals required of all members during the school year. All grade levels are eligible for membership through auditions and/or with the approval of the Orchestra Director. The class will cover the mechanics of string instruments: note reading, rhythm, pitch discrimination, expression, and music literacy at a higher level.

#### **GUITAR I or II**

53.0842000

LENGTH OF COURSE: Yearlong

The second of a two-course sequence offered at the high school level that students receive advance study of guitar techniques and literature. Students will receive advanced understanding of guitar and its vocational application in the field of music. Students in grade

levels 9-12 are eligible for enrollment. Students need to have completed Guitar Laboratory I or previous experience playing a guitar to enroll. Students receive ½ -hour elective credit for this course.



The Theatre Department at Centennial High School has a long tradition of presenting outstanding productions, and providing opportunities for students with many levels of interest and commitment, to experience and learn about the theatre arts. If you are interested in any of the auditioned classes or in the variety of productions that are open to the general student body, please consult the Theatre Department website at [www.centennialtheatre.org](http://www.centennialtheatre.org) or email Terrie Howard (Technical Theatre) at [howardt@fultonschools.org](mailto:howardt@fultonschools.org).

### **ACTING I**

52.0610000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

Grades: 9-12

This course covers basic acting skills and concepts. The actor's tools of voice, body and Imagination are explored through monologues, scenes, and improvisation. Using a variety of theatre literature students will become familiar with the basics of stage performance. Study of basic characterization techniques and appropriate dramatic literature will be included throughout the semester.

### **ACTING II**

52.0620000

LENGTH OF COURSE: Yearlong

**PREREQUISITE: Acting I or Permission of the Instructor**

Grades: 10-12 Spring

This course is a continuation of the study begun in Acting I. Through monologues, scenes, and improvisation, students will continue their study of performance techniques for the theatre. Course topics will vary from year to year, but may include the study of important recognized acting teachers and their methods, acting genres, historical styles and a variety of theatre literature.

### **ADVANCED DRAMA I**

52.0510000

LENGTH OF COURSE: Yearlong

**Prerequisite: Audition & permission of instructor**

Grades: 10-12

This yearlong course will include a variety of topics that vary from year to year including, but not limited to current theatre literature, theatre in the immediate community and advanced acting topics such as period styles, Shakespeare, improvisation and advanced acting techniques. Students will produce a full length dramatic production in the course of the year. Students should be advised that rehearsals may be required after school hours as a part of this course.

### **ADVANCED DRAMA II (Audition Prep/Competition Play)**

52.0520001

LENGTH OF COURSE: Semester (Fall only)

**PREREQUISITE: Audition/Interview and permission of instructor**

Grades: 10-12

This course is offered in the fall to aid drama students in their preparation for auditions for college programs/scholarships and or special programs open to student in grades 10-12. Students will study a variety of contemporary and classical theatre literature to aid in their selection of appropriate audition material. Students will develop a personal repertoire of material suitable for entrance auditions for programs or shows, and a professional resume/portfolio for their area of theatre expertise. Students may be selected for their performing abilities or technical theatre expertise. Students will also produce a one act play for competition. Students should be advised that rehearsals and work sessions towards the production of the competition play will be required as part of the course.

### **ADVANCED DRAMA II (DIRECTING)**

52.0520002

LENGTH OF COURSE: Semester (Spring only)

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**PREREQUISITE: Permission of the Instructor**

Grade: 11 & 12

Students enrolled in this course **need to meet one or more** of the following criteria:

- 1) Planning a career in theatre/film/performing arts
- 2) Want to major or minor in theatre in a college or conservatory
- 3) Interested in theatre education as a career path
- 4) Have demonstrated maturity and leadership qualities in past projects or class work with the drama department at CHS.
- 5) Have a recommendation from another faculty member who can support the student' demonstration of academic and leadership skills in lieu of formal theatre coursework or experience.

Portions of this course are largely self-directed. Only students who have demonstrated maturity and commitment to the advanced study of theatre will be enrolled in this course. In addition to directing other students in class, students may elect to direct a short play for public performance. The course topics will include important directing styles, prominent theatre directors and their techniques, as well as the basics of play production for a directing point of view.

**TECHNICAL THEATRE I**

52.0410000

LENGTH OF COURSE: Yearlong

PREREQUISITE: None

This course is an in depth introduction to the design and production process for theatre. Students will focus on the responsibilities of the individuals who create the "backstage" elements of theatre such as properties, costumes, makeup, set and lighting designs for theatrical productions. The basic principles of stage management and front of house management will also be covered. Students will have opportunities to participate in the hands on building, and producing of the technical aspects of productions at CHS.

**TECHNICAL THEATRE II-IV**

52.0410000 (2)

LENGTH OF COURSE: Yearlong

**PREREQUISITE: Technical Theatre I and permission of the instructor**

Grades: 10-12

This is "hands on" course. Students in this course are expected to have a working knowledge of the basics of technical theatre and production. The students in this course are responsible for building and running all of the main stage productions at CHS. Students enrolled in this course need to be prepared to spend extra time after school to fulfill class requirements.

## HEALTH AND PHYSICAL EDUCATION\*

**\*Course offering will depend on student interest**



### GENERAL HEALTH

17.0110001

LENGTH OF COURSE: One semester

PREREQUISITE: None

This course introduces personal health and decision making skills, mental health, emotions, stress, alcohol, drug and tobacco use/abuse, cancer, first aid and sex education. **This course is required for graduation.**

### GENERAL PE I

36.0110001

LENGTH OF COURSE: One semester

PREREQUISITE: None

This course introduces the rules, skills and strategy of basketball, volleyball, speedball (combination of football, basketball and soccer), team handball, badminton, frisbee games, flag football, field hockey, tennis, soccer, and softball.

### LIFETIME SPORTS\*

36.0220001

LENGTH OF COURSE: One semester

PREREQUISITE: None

This course introduces the rules, skills, etiquette and strategy of tennis, pickle ball (combination of tennis and badminton), golf, ping pong, bocce and volleyball. Team play and tournament play are also emphasized.

### OUTDOOR EDUCATION\*

36.0250001

LENGTH OF COURSE: One semester

PREREQUISITE: None

#### **Recommended for 11<sup>th</sup> – 12<sup>th</sup> graders**

This course introduces the basics of hiking, camping, cooking over a fire, conservation, archery, angling (fishing), rock climbing and orienteering. Students will be afforded the opportunity to engage in enrichment activities such as camping trips, rock climbing and white water rafting.

### PERSONAL FITNESS

36.0510001

LENGTH OF COURSE: One semester

PREREQUISITE: None

#### **Recommended for 10<sup>th</sup> – 12<sup>th</sup> graders**

This course introduces weight training, cardiovascular training, and fitness games. The fitness components including body fat are assessed; a personal workout plan is developed and followed; and a healthy nutrition plan is set up. **This course is required for graduation.**

### RECREATIONAL GAMES\*

36.0270001

LENGTH OF COURSE: One semester

PREREQUISITE: None

10<sup>th</sup> – 12<sup>th</sup> grades

This course introduces the rules and skills of ping pong, badminton, bowling (two times per week), pickleball, horseshoes, frisbee games, and shuffleboard. Team play and tournament play are emphasized.

### WEIGHT TRAINING

36.0540001

LENGTH OF COURSE: One semester

PREREQUISITE: None

This course is taught to enhance the student's muscular strength and endurance, students will gain knowledge in fitness concepts such as frequency, intensity, duration, sets, and repetitions. Cardiovascular training is also included.

## ADDITIONAL ELECTIVES

### PEER FACILITATION I/II

35.0410000-I

35.0420000-II

LENGTH OF COURSE: Yearlong

PREREQUISITE: Application

This class will provide a wonderful academic learning experience. The class curriculum will involve learning about autism and students with other developmental disabilities. The peer facilitators work in the classroom assisting students with special needs. It will be a class students will not forget! **Interested students must complete an application (available in Counseling Office), and attend an orientation meeting (time and date to be announced).** School attendance of all applicants will be reviewed prior to acceptance into the program. **This course is for Juniors and Seniors only.**

### PEER LEADERSHIP (Office Aide)

45.0590001 – Semester One

45.0590002 – Semester Two

LENGTH OF COURSE: Semester

PREREQUISITE: Application

**This course is recommended for Seniors only.**

This course will provide students with the opportunity to work in an office (Main, AP/Attendance, Counseling) setting or the Media Center. Students will be assigned a variety of responsibilities including greeting and assisting visitors, conducting tours, sorting books and mail, delivering office passes to students, and general office tasks and support. Students should note that this class is not a study hall. **An application must be completed for this course.**

### MENTORSHIP I (Teacher Aide)

70.0110000 – Yearlong

70.0110001 – Semester One

70.0110002 – Semester Two

LENGTH OF COURSE: Semester / Yearlong

PREREQUISITE: Application and teacher recommendation

**This course is recommended for Seniors only.**

This course will provide students with the opportunity to work with teachers and mentor fellow students in a specific subject. One to one tutoring, homework assistance, and remediation in a classroom environment are expectations of the course. **Students must complete an application for this course.**

## TALENTED AND GIFTED (TAG)

### TAG STUDENTS ONLY MAY REGISTER FOR THESE SELECTIONS

#### **TAG CAREER INTERNSHIP** *(This elective course meets daily.)*

TAG Career Internships are open to eleventh and twelfth grade students who are in good standing with the TAG program. Students can have as many as four separate semester long internships or two year long internships. An internship consists of 70 hours per semester for which the student receives a numeric grade and elective credit. Internship placements with businesses, schools, professionals and/or public agencies are determined by the county coordinator and not by the student. In order to qualify for an internship, students must successfully complete the career planning seminar entitled "Inside Link to the Outside World" which is offered each semester through the TAG program. Additionally, students must demonstrate the ability to work independently and be self motivated.

#### **First Year Internship**

70.2210000- Year long

70.2210001- Fall Semester

70.2210002- Spring Semester

**Prerequisite:** Successful completion of the seminar "Inside Link to the Outside World".

#### **Second Year Internship**

70.2220000- Year long

70.2220001- Fall Semester

70.2220002- Spring Semester

**TAG DIRECTED STUDY** (*These elective courses meet daily.*)

A TAG Directed Study is an elective course in which *individual* students select an area of academic investigation, develop their own course goals, objectives, and activities, and participate in the evaluation of their work. Topics of study are limited only by the student's imagination. Past topics have included the history of the Blues, music theory and composition, architecture, and computer programming. Additional studies could include world language, genetics, physics, environmental science, modern art, computer programming, southern history, mathematics and photography. There is no prerequisite for the course; however, students must apply through the TAG program. The course is limited to juniors and seniors who are in good standing with the TAG program. Additionally, students must demonstrate the ability to work independently and be self motivated.

**First Year Directed Study**

70.2320000- Yearlong  
70.2320001- Fall Semester  
70.2320002- Spring Semester

**Second Year Directed Study**

70.2330000- Yearlong  
70.2330001- Fall Semester  
70.2330002- Spring Semester

**Possible Topics of Study** (Students are welcome to create their own topics in collaboration with TAG faculty):

Astronomy	Rhetorical Studies	Comparative Religions and Culture
AP Microeconomics	Literary Criticism	AP Physics C E&M
AP Macroeconomics	Origin of Language	Business of Sports
AP Human Geography	American Humorists	History Science
AP European History	Orienteering	Botany
Presidential Elections	Greek Mythology	Marine Sciences
Georgia's Water Crisis	The Art of Play Writing	Entomology
Foreign Languages	Environmental Issues	Computer Applications
AP Spanish Literature	Writing Screenplays	Gothic Literature
US Congress	Human Development: Pre-historic to Modern Man	Comparative Analysis of Shakespeare's Women

**Directed Study Class Offerings:** These directed study classes are similar to the Directed Study, but are teacher-led classes with several students in a class. They are offered based on student interest. These are open to ALL TAG students in good standing with the TAG program; however, *students must register through the TAG Office.*

**Organic Chemistry**

LENGTH OF COURSE: Year long

PREREQUISITE: First year chemistry (AP Chemistry helpful) Recommendation of Teacher

This course will provide the student with a systematic study of organic compounds and reactions of various functional groups. Reaction mechanisms will be investigated as well a molecular structure and isomerism. Minimum of six students required.

**Interested students should contact Mr. Pemble in E-06.**

**Biochemistry**

LENGTH OF COURSE: Year long

PREREQUISITE: First year chemistry, recommendation of Teacher

This course will focus primarily on cellular metabolism including glycolysis, Krebs's cycle and photosynthesis. This may be helpful for AP Biology students in preparing of the exam.

**Interested students should contact Mr. Pemble in E-06.**

**ADVANCED PLACEMENT (AP) EUROPEAN HISTORY**

LENGTH OF COURSE: Year long

PREREQUISITE: Recommendation of Teacher

This is a college level survey course that focuses on the people and events that have governed European nation-states from their foundation to the fall of the Soviet Union. Attention is paid to the political, social, religious, and cultural forces that have contributed to the upheaval, confrontation and ruin that are manifest in western civilization. **Students taking this course will be expected to take the AP European History Examination in the spring. Interested students should see Mr. Hewitt in E-06.**

### **ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY**

LENGTH OF COURSE: Year Long

PREREQUISITE: Recommendation of Teacher

This is a college-level course that focuses on the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

**Students taking this course will be expected to take the AP Human Geography Examination in the spring. Interested students should see Mr. Hewitt in E-06.**

### **LITERARY CRITICISM - STRUCTURALISM, POST-STRUCTURALISM, POST-MODERNISM**

LENGTH OF COURSE: One Semester/Fall

PREREQUISITE: Recommendation of Teacher

This course begins a two-part study of six areas of literary criticism, intended to enhance student understanding of the shaping force of the literary canon on Western values and thought. Writers and readers alike examine events and ideas through different filters, among them structuralism, post-structuralism and post-modernism. By passing significant works under these various filters, different interpretations come to light. **Interested students contact Ms. Curtis in E-06.**

### **LITERARY CRITICISM - PSYCHOANALYTIC, MARXIST, NEW-HISTORICAL**

LENGTH OF COURSE: One Semester/Spring

PREREQUISITE: Structuralism, post-structuralism, and post-modernism

This course concludes a two part study of six areas of literary criticism, intended to enhance student understanding of the shaping force of the literary canon on western values and thought. Students examine three additional avenues of thought on the shaping of mores and values in our society. **Interested students contact Ms. Curtis in E-06.**

### **GRAPHIC NOVELS**

LENGTH OF COURSE: One semester/Fall or Spring

PREREQUISITE: Teacher recommendation

This course will provide the student with an opportunity to learn more about graphic novels as well as write graphic novels. It will include activities for both the novice and the more experienced graphic novel enthusiast. The class will include student directed instruction as well as teacher directed instruction. **Interested students should contact Mrs. Siwy in E-06.**

## COURSES REQUIRING SPECIAL APPROVAL

**Enrollment in the following courses requires an application and instructor's permission:**

<b>Course Title</b>	<b>Instructor</b>	<b>Location of Application</b>
AP Courses (All areas)	Multiple Instructors (see counselors for more details)	AP/Dual Enrollment Night
BVP 2 BVP 3 Youth Apprenticeship	Dr. Bradley	F-24
Work-based Learning	Mrs. Robinson	I-18
College English	Mr. Cox	Counseling Office
First Responder	Mrs. Willbanks	F-40
Gifted Directed Studies	Mrs. Siwy	E-11
Health Science III	Ms. Willbanks	F-40
Literary Magazine	Mrs. Smith	G-59
Mentorship	Counselor	Counseling Office
Newspaper	Ms Wolfe-Cundiff	G-65
Peer Facilitation	Ms. Coleman	P-10
Peer Leadership	Counselor	Counseling Office
Law & Justice Program	Ms. Roatsey	F-45
TAG Internship	Mrs. Siwy	E-11
Yearbook	Mr. Kent	G-69

**Enrollment in the following courses requires an approved audition or instructor's permission:**

<b>Title</b>	<b>Instructor</b>	<b>Room #</b>
Acting II and above	Mrs. Howard	G-53
Advanced Chorus (all sections)	Ms. Cross	E-41
All Orchestra Selections	Mrs. Landreau	E-38
All Band Selections	Mr. Reid	F-46
Tech Theater II & above	Mrs. Howard	G-53

## **DISTANCE LEARNING**

### **Correspondence/Online Programs**

Online courses are **not** part of Centennial High School's curriculum. Centennial provides a list of accredited schools that offer correspondence/online courses in addition to Fulton County's online program.

Centennial counselors will not proctor correspondence/online exams. We SIMPLY REFER you to an outside source where you can obtain additional credits. The arrangement you make between any online school regarding proctoring is between you and the school. Please do not ask us to proctor exams. We simply cannot do it. Therefore, it is imperative that you first seek out and understand any school's guidelines regarding proctors before making a correspondence/online program selection. End of Course Tests will be required for any courses that have a corresponding EOCT in Fulton County. It is your responsibility to assure that you, the student, take the appropriate test(s).

You must meet with your counselor to discuss options and get approval before signing up for an online course. There is an "Off Campus Course Request Form" that needs to be filled out. You can obtain this form from your counselor. Programs must be accredited by an accrediting agency recognized by Fulton County. When a counselor and the other required personnel sign off on the "Off Campus Course Request Form" then you are ready to register for your course via the correspondence/online school you have chosen. Centennial counselors have no other role in registration.

After the course is complete, the correspondence/online program must send Centennial the transcript and it will then be put onto the Centennial transcript. We cannot honor any credit for a course until we receive an official transcript from the correspondence/online program. Graduating seniors must make sure the transcript is in the counseling office 72 hours prior to graduation.

Your counselor has a list of popular online programs including the Fulton County option. You may consider taking online courses if you cannot take the course in your regular class schedule, night school, and/or summer school. Of course you are not limited to our list. However, any program that you do select must meet the aforementioned guidelines.

Students may only register for one class per semester. All transcripts must be received by Centennial prior to requesting an additional online course.