



## **GOC 9th-12th Grade**

### **2018-19 Electives and their description if not self-explanatory**

#### **French I**

- Yearlong assessment

#### **French all**

- Yearlong assessment

#### **Latin I**

- Yearlong assessment

#### **Latin all**

- Yearlong assessment

#### **Spanish I**

- Yearlong assessment

#### **Spanish II**

- Yearlong assessment

#### **Spanish III**

- Yearlong assessment

**Chorus Choral:** music courses emphasize the development of vocal techniques and performance skills using a variety of choral literature. Students develop music-reading skills. Courses further develop students' skills in vocal performance. Additional vocal techniques development is emphasized, including breath control, diction, and vocal production. Yearlong assessment

**Orchestra/Band:** Students develop skills in fundamental strings instrument techniques. Music theory skills include notation of pitch and rhythm, scales, and intervals. A variety of literature for the string ensemble is studied and performed. Students refine music-reading skills as well as performance skills, including more advanced bow techniques. Students acquire knowledge in music theory and history as they relate to orchestral literature. Students acquire performance and music reading skills. As courses progress, students continue to develop appropriate tone, quality, intonation, balance, precision, phrasing, and technique. Students are expected to consistently demonstrate sight-reading skills and respond appropriately to expression marking in the musical score. Yearlong assessment

**AP Music Theory:** Students examine rhythm and pitch notation. Listening skills and analysis of style characteristics and emphasized. Students learn advanced music theory. Emphasis is placed on developing students' sight-singing, music dictation, and analysis skills. The highest level being the AP Music Theory course offered by College Board.

**Advanced Personal Fitness:** Course will provide students with the opportunity to learn more about aerobic exercise, as well as the use of free weights and body resistance exercises to tone and strengthen the body. Courses will focus on nutrition and a variety of aerobic activities. Aerobic Dance and Rhythmic fall under the series of electives. The course builds on the 9th grade Personal Fitness course, which is a prerequisite.

**Introductory Recreational Games:** This focuses on a variety of recreational activities that are non-competitive in nature, such as table tennis and billiards.

**Body Sculpting:** courses will focus on personal fitness and well-being, using free and machine weights and body resistance exercises to tone and strengthen the body. A combination of aerobic exercise, anaerobic exercise, and conditioning, using a variety of activities, will be used to tone the body, with an emphasis on good nutrition and regular exercise. Students will learn how to develop their own training program, evaluate their fitness levels, and set short- and long-term goals for their own personal fitness. Students also will learn the basics of fitness anatomy and physiology. Courses in this section would include Body Sculpting and Exercise and Weight Control. Yearlong assessment

**Controversial Issues:** This class is designed for mature, upper-level students who are able to confront controversial issues in an analytical manner. The readings and subject matter are at a high level and will challenge students to use a studious approach to investigate views on issues that are controversial in nature. No particular viewpoint or agenda is taught. Rather, the students has the opportunity to develop and employ critical-thinking skills when considering his or her personal evaluation of current events and issues of social relevance.

**Law:** This course develops an understanding of the basic components of the legal and criminal justice system in the United States. Students are offered an overview of civil and criminal law in the country as well as an examination of various legal institutions and processes, for example, the police, the courts, rehabilitation system, etc.

**Sociology:** This course helps students understand and appreciate people as independent agents in cooperative activities with others. Topics to be covered are the organized way people fulfill basic needs (institutions); the setting of social rules and their enforcement (social control); and the possessions people have, the way they think, and their actions as members of society (culture). Students will use the social scientific method as a mode of research.

**Psychology:** This class introduces students to basic psychological concepts and principles as well as the rules, laws, and theories of psychology. Topics of study include: determiners or personality (heredity and environment), theories of the development of intelligence, and testing characteristics to basic needs. A study of self-concept (theories of development) also is included. With this knowledge of themselves and others, students should be able to make informed decisions that are affected by changing environments and situations.

**AP Human Geography:** Advanced Placement program in Human Geography is a college-level course designed to introduce students to the systematic study of patterns and processes that have shaped understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to interpret human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam. Yearlong assessment

**AP Comparative Government:** This advanced Placement program introduces the study of various forms of government that existed in the 20th century. The course emphasizes the philosophical basis, as well as the political, social, and economic realities of capitalism, communism, socialism, and fascism. The slowly changing structures of these ideologies also will be examined. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**AP Psychology:** Advanced Placement Psychology provides students with the opportunity to examine the scientific nature of psychology and to determine the relevance of the behavioral sciences in our lives today. Students will examine the issues leading to the development of psychology as a science as well as the issue currently being addressed in the field of human behavior. They objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam. Yearlong assessment

**AP Macroeconomics:** Requires state End of Course assessment. (Will count for Economics Graduation Requirement.) Advanced Placement Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price determination, and develops students' familiarity with economic performance measures, economic growth, and international economics. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam.

**AP U.S. History:** Requires state End of Course assessment. (Will count for the U.S. History Graduation Requirement.) The Advanced Placement program in U.S. History provides students with factual knowledge and analytical skills in the interpretation of the history of the United States for the 1600s through 1990s. Political, economic, and social issues are stressed through the following topics: The Colonial Period; the American Revolution; the Jacksonian Period; Civil War and Reconstruction; Populism and Progressivism, the New Deal; and the International Affairs and Domestic Changes in the Post-1945 Period. The objectives for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam. Yearlong assessment

**AP World History:** (Will count for the World History Graduation Requirement.) Focusing primarily on the past thousand years of the global experience, this course builds on an understanding of culture, institutional, and technological foundation that, along with geography, set the human stage prior to the year 1000. Specific time periods form the organizing principle for dealing with change and continuity from that point to the present. Historical themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a fields of study. The objective for this course follow the College Board syllabus, preparing students for the optional Advanced Placement exam. Yearlong assessment

### **The Business and Technology**

- Career Cluster prepares students with computer skills for future college and career plans. Cluster skills include planning, organizing, directing, and evaluating, as well as owning and operating, a successful business. Yearlong assessment

- 1) Introduction to Business & Technology
- 2) Business and Technology
- 3) Business Communication

### **Business Accounting**

- Is often called the language of business; it is the language that managers use to communicate financial and economic information to external parties such as shareholders and creditors. Yearlong assessment

- 1) Introduction to Business & Technology
- 2) Financial Literacy
- 3) Principles of Accounting I

### **Computer Science**

- Is the study of computers and computational systems. Unlike electrical and computer engineers, computer scientist deal mostly with software and software systems; this includes their theory, design, and development, and application. Yearlong assessment

- 1) Introduction to Digital Technology
- 2) Computer Science Principles
- 3) AP Computer Science

### **Financial Services**

- The Finance Career Cluster focuses on money management, including planning, investing, and spending. Students will gain career development skills for the finance world with opportunities that go beyond basic business skills into financial literacy, banking, investing, insurance, and risk management. Yearlong assessment

- 1) Introduction to Business & Technology
- 2) Financial Literacy
- 3) Banking, Investing & Insurance

### **Engineering & Technology**

- Career Cluster included the processing of material into intermediate or final products and related professional and technical support activities, such as production control, maintenance, and process engineering. Yearlong assessment

- 1) Foundations of Engineering & Technology
- 2) Engineering Concepts
- 3) Engineering Applications

## **Marketing**

- The Marketing Career Cluster includes a focus on marketing strategy, advertising and promotional techniques, business communication, and business development. Yearlong assessment

- 1) Marketing Principles
- 2) Promotion and Professional Sales
- 3) Marketing Communications Essentials

## **AP Computer Science**

- Emphasize object-oriented programming methodology with an emphasis on problem solving and algorithm development. It also includes the study of data structures and abstraction.

**Algebra Strategies-** The purpose of this elective is to provide additional support to students who have difficulty meeting math AKS on grade level. This course is taken concurrently with Algebra 1, giving extra time and using a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses.

**Geometry Strategies-** The purpose of this elective is to provide additional support to students who have difficulty meeting math AKS on grade level. This course is taken concurrently with Geometry, giving extra time and using a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses.

**JUNIOR ROTC Junior Reserve Officer Training Corps (JROTC)-** is a four-year progressive program that is open to all students in grades 9-12. In 2018-19, GCPS offers JROTC units at 13 locations- Air Force units at Collins Hill High, Dacula High, Meadowcreek High, North Gwinnett High, and Shiloh High; Army units at Berkmar High, Discovery High, Grayson High, Norcross High, and South Gwinnett High; a Marine unit at Parkview High; and Navy units at Duluth High and Peachtree Ridge High. Students who complete three years of JROTC fulfill the Health and Physical Education requirement for graduation.