

Academy for Classical Education

High School Elective Course Offering 2018-2019

Note: These are courses being offering; the number of students registered for each course will determine if it is actually taught during the 2018-2019 school year.

RANK 1-8	COURSE/GRADE LEVEL/PREREQUISITE/DESCRIPTION
JOURNALISM	
	<p>Journalism I (9-12) <i>This is an application-based class. See Mrs. Johnson (Room 516) for an application.</i> If you are curious and enjoy writing and/or photography, Journalism I is the elective for you! In this class, you will gain an understanding of the basic concepts of journalism as a writer and as a photographer. You also will delve into the history of journalism to understand how this profession has developed over time and how journalism has effected change in the world. As a group you will discuss the ethics of journalism and critically analyze articles to uncover bias in reporting. Much of the course will focus on developing your skills as a journalist by giving you opportunities to learn about and practice interviewing techniques, conduct interviews, research topics, and write articles in a journalistic style. Students have opportunities to develop skills in photo editing and design using the Adobe suite of software. This course is meant to prepare students for advance journalism courses. <i>Costs associated with the course may be required for field trips or off-campus workshops.</i></p>
	<p>Journalism II (10-12) <i>Prerequisite: Journalism I</i> Students in this course will study advanced concepts of journalism as they hone their skills as reporters, graphic designers, and photojournalists. Designed to provide students with hands-on experiences, this course will offer students opportunities to assist with all phases of publications, from brainstorming to production and distribution. Students are expected to develop skills in photo editing and design using the Adobe suite of software. Journalism II students will attend key events as photojournalists and reporters, providing copy and photography for the yearbook and other publications as needed. Students may have opportunities to focus on areas of interest such as newspaper, yearbook, literary magazine, photography, and marketing. <i>Costs associated with the course may be required for field trips or off-campus workshops.</i></p>
	<p>Journalism III (11-12) <i>Prerequisite: Journalism II</i> This course is designed to provide advanced training for students in the techniques of editing and producing the school yearbook, as well as other publications that may include a school newspaper, a newsletter, and/or a literary magazine. Emphasis is placed on the carry-over and advancement of the basic skills introduced in requisite courses and the ability to contribute substantially to the production of campus publications, honing their skills in photography, photo editing, and graphic design. Journalism III students will be expected to provide coverage of key events after school and both on- and off-campus. Students in Journalism III will have opportunities to explore areas of interest, such as yearbook, literary magazine, marketing, photography, news writing, and other journalistic areas of interest and may assume leadership roles within the program. <i>Costs associated with the course may be required for field trips or off-campus workshops.</i></p>
	<p>Journalism IV (12) <i>Prerequisite: Journalism III</i> This course provides advanced students with opportunities to develop leadership skills as editors on various publications that the school may produce such as the yearbook, a literary magazine, and a school newspaper. Journalism IV students will continue to hone their skills in photography, photo editing, and graphic design while serving as mentors to other journalism students. Students in Journalism IV should be dedicated to the program's mission, show initiative, and understand that their work will help shape the publications that are produced. Students in Journalism IV will provide more day-to-day management of the publications and will be expected to provide coverage of key events after school, both on- and off-campus. <i>Costs associated with the course may be required for field trips or off-campus workshops.</i></p>
LANGUAGE ARTS	
	<p>Shakespeare (10-12) This course offers students the opportunity to study the plays of William Shakespeare, from his earliest works to his later "problem plays." Works will be read in their entirety and will include multiple comedies, tragedies, histories, and romances. Plays read will include those on the performance calendar at the Shakespeare Tavern Playhouse in Atlanta, which typically puts on four plays per year. <i>Costs associated with the course will include field trips to Atlanta to see the plays performed.</i></p>
	<p>Introduction to Linguistics (9-12) <i>**This course will be listed as History of the English Language on the course request</i> Are you interested in languages, how they work, and how they change over time? Have you ever considered that the language you speak may affect the way you understand the world around you? Would you like to learn about languages, living and dead that are vastly different</p>

	<p>from English? In Introduction to Linguistics, students will learn the essentials of the science of linguistics, including the building blocks of language, sociolinguistics, historical linguistics, the linguistic history of English, and theories on the origin of language. Linguistic principles will be studied through examination of specific unique and unusual languages. Students will also study invented languages (e.g. Klingon, Dothraki, and Elvish) and will create their own invented language using what they have learned in the course.</p>
	<p>Literary Types and Composition (9-12) This course focuses on the major forms of fiction and nonfiction: short story, folktale, poetry, drama, essay, biography, autobiography, memoir, and editorial. A thorough study of the elements of each literary genre is critical (e.g. plot, characterization, purpose, structure, evidence, etc.). Writing is a critical component of this course, emphasizing the following writing genres: argumentative, expository, and narrative. Organizational structures (e.g. cause and effect, definition, and comparison and contrast) are emphasized. Since conventions are essential for reading, writing, and speaking, instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking. The students observe and listen critically and respond appropriately to written and oral communication in a variety of genres and media.</p>
<p>VISUAL ARTS</p>	
	<p>Visual Art (9-12) Let's get creative! Come use your imagination as we learn different processes and techniques to create art. In this class, scholars will learn a variety of art techniques including but not limited to, drawing, painting, color theory, design principles, shading, realism, abstract, and nonobjective art. Knowledge is gained through demonstration, lecture, application, and vocabulary. The majority of work in this class involves hands-on creations that allow scholars a creative outlet to express themselves artistically.</p>
	<p>Ceramics & Pottery I (10-12) Prerequisite: Visual Art. Were you passionate and enthusiastic about Ceramics I? Then challenge yourself with Ceramics/Pottery II. In this course you will take what you learned in Ceramics I and raise it to a whole new level.</p>
	<p>Ceramics & Pottery II (11-12) Prerequisite: Ceramics & Pottery I. Were you passionate and enthusiastic about Ceramics I? Then challenge yourself with Ceramics/Pottery II. In this course you will take what you learned in Ceramics I and raise it to a whole new level.</p>
	<p>Ceramics & Pottery III (12) Prerequisite: Ceramics & Pottery II. Designed for students who have taken Ceramics I and II, this course allows students to continue developing their own personal expression in clay. Because this class is designed to further the students' personal artistic expression, students may sometimes have the option to direct their own projects with the guidance of the instructor. There is also a stress on craftsmanship, discipline, and originality in this course.</p>
	<p>Drawing & Painting I (10-12) Prerequisite: Visual Arts. This class introduces scholars to the skills required to accurately render what they see and apply that image to paper. For the more advanced artist, drawing class will provide them with visual and creative practice that will enhance their artistic skills. Scholars will learn the tools necessary to draw with pencil, oil pastels, chalk pastels, and colored pencils. Scholars will gain the confidence needed to further develop their artistic endeavors as they learn to express their own individual creativity.</p>
	<p>Drawing & Painting II (11-12) Prerequisite: Drawing & Painting I Are you ready to channel your inner Picasso? Are you drawn to detailed, creative works of art? In this class you will use the techniques and knowledge gained in Drawing/Painting I to create your own masterpieces.</p>
	<p>AP Studio Art (11-12) Students must have approval by Ms. Minton to take this class. This class is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam. Instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists 3 portfolios: 2D Design, 3D Design, and Drawing. They are graded by college, university and secondary school art instructors using rigorous standards. Students may receive college credit depending on the score of their portfolios.</p>
<p>SOCIAL STUDIES</p>	
	<p>U.S. History in Film & Print (9-11) History versus Hollywood. "Fake" News versus "Real" News. Historical events have long been the subject of many film productions and mass media. Many pay great attention to detail making use of historical accuracy in their films while others misrepresent or alter histories for the sake of creating a more interesting or exciting story. It will be your assignment as young historians to evaluate films and mass media for accuracy. The larger goal of this course is to teach students to critically analyze and evaluate films and other methods of mass communication for accuracy and truth. We will critically analyze how American cultural and social conflicts are portrayed and worked out in popular films and other forms of mass media. By watching, discussing, and writing about these media, we will examine how motion pictures and mass communication create a window into modern American society. We will learn how to use popular American films to understand competing perspectives on American history, culture, and society. If you disagree with an argument or perspective, or find it biased or limited, then say so and be able to say why!</p>

	<p>Individual and the Law (9-12)- The course strives to empower young people to be active, engaged citizens by equipping them with the knowledge and skills they need to successfully participate and create change in their communities. The course teaches young people about law that is practical and relevant to their lives. We will touch on broad and specific legal topics to give students a better understanding of law and how it affects you in real life. We will use case studies, individual research, group discussion/debate, guest speakers and mock trials throughout the course in order to reach our goal. We will also venture out into the Macon legal community to see law in action. Dueling opinions and lively debate should be the norm in this course making the class fun, enriching, and meaningful.</p>
	<p>AP European History (10-12) Join us as we learn about the history of Europe from 1450 to the present day! Learn about Napoleon, the French Revolution, the Renaissance, Reformation, Scientific Revolution, World War I and World War II, the Russian Revolution, Communism, the Cold War between the USSR and the US, the European Union, and much more! Travel to the High Museum in Atlanta to view important European Art, sample European food, see modern films on all the great events in European history! We could even plan a trip to any part of Europe including but not limited to: England, Ireland, Scotland, Wales, Germany, Italy, Greece, Austria, Poland, or Switzerland! Come join the adventure that is AP European History!</p>
	<p>Holocaust Studies (11-12) **This course will be listed as World Area Studies on the course request. The Holocaust is a multi-disciplinary field. It is not merely a lesson in history course. It involves aspects from history, sociology, psychology, philosophy, politics, theology, literature, art, music and others. In its madness, its thoroughness, its methods, and its underlying ideology, the Holocaust seems so unreal that you will ask yourself, "How could this happen?" Yet the Holocaust did happen and is one of the most important events in human history. In our course, we will study how this happened in Germany during the 1930's and World War II, Anti-Semitism, the fate of the Jews and their responses to that horror, the heroic non-Jews who saved Jews, often risking their lives, and the rescuers. Because the Holocaust is important in all of human history, it has had a significant impact on Religion, Art, Literature, and Film. We will see many of the most recent and important films on the Holocaust and other genocides of the 20th century such as <i>The Pianist</i>, <i>Life Is Beautiful</i>, <i>The Boy in the Striped Pajamas</i>, <i>Hotel Rwanda</i>, <i>The Devil's Arithmetic</i>, <i>Defiance</i>, <i>Schindler's List</i> and many more. We will have guest speakers, and the class will include a Field Trip to the <i>Bremen Museum of Jewish History</i> in Atlanta where we will meet a survivor of the Holocaust in person and hear their story. We will also travel to the <i>Anne Frank</i> exhibit in Marietta. We will also examine other genocides throughout World History including those in Darfur and Rwanda. In the second semester, we will study the Modern Middle East with all of its problems in our modern world and conduct a Model Arab League! Hopefully, we will visit Mercer University to watch and participate in their Model Arab League!</p>
	<p>Current Issues and Philosophy (10-12): Is climate change real and if so, who is responsible for causing it? Should the United States continue to offer foreign aid for humanitarian crises or should it focus its efforts on addressing domestic issues? Why does North Korea want nuclear weapons and why is the United States so opposed to North Korea procuring these weapons. These are some of the questions that students will explore in Contemporary Issues and Philosophy (other topics include international trade, China on the World Stage, Confronting Genocide, Immigration and U.S. Policy, Terrorism, the U.S. in the Middle East, and other interesting topics). In this course students will have an opportunity to examine and answer the questions of the World's major issues. Students will examine case studies, videos, and personal accounts to obtain a better understanding of the various perspectives surrounding each issue. From there, students will have the opportunity to develop and debate potential solutions to these issues and identify political personas whose platform aligns with those solutions.</p>
	<p>Introduction to Philosophy (9-12) **This course will be listed as Constitutional Theory on the course request. This course will provide an introduction to the study of philosophy from antiquity to modern times. Students will study the great philosophers of Ancient Greece, including Plato and Aristotle; medieval philosophers such as St. Thomas Aquinas; and later philosophers such as Thomas Hobbes, John Locke, David Hume, Jean-Jacques Rousseau, Voltaire, Montesquieu, and Immanuel Kant. Areas of study will include ethics, logic, political philosophy, free will and determinism, and epistemology (the study of knowledge and rationality of belief).</p>
<p>SCIENCE</p>	
	<p>Environmental Science (9-12) The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction focuses on student data collection and analysis. Some concepts are global; in those cases, students will interpret global data sets from scientific sources. Some major concepts and skills that this course focuses on includes, but is not limited to: the flow of energy and cycling of matter, interconnection of all life, the stability and change in an ecosystem, conservation and resource allocation and the evaluation of human activity and technology.</p>
	<p>Anatomy and Physiology of the Human Body (10-12) This course is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Some major concepts and skills that this course focuses on includes, but is not limited to: the relationship between structure</p>

	and function within cells, growth and development, homeostasis, heredity, interdependence of systems, hormonal interactions, and transportation, absorption, excretion, protection, support and movement.
	Forensic Science (9-12) How realistic are those "CSI" TV shows? Find out in this course, which explores the ways that science applies to criminal law. Topics include crime scene examination, fingerprints, firearms, arson, blood typing, illegal drugs, autopsies, and DNA.
	Advanced Placement Biology (12) The AP Biology course is designed to enable you to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses — a goal of every AP course. This AP Biology course is equivalent to a two-semester college introductory biology course and has been endorsed enthusiastically by higher education officials. The key concepts and related content that define the AP Biology course and exam are organized around a few underlying principles called the big ideas, which encompass the core scientific principles, theories and processes governing living organisms and biological systems. Big Idea 1 is Evolution; Big Idea 2 is Cellular Processes: Energy and Communication; Big Idea 3 is Genetics and Information Transfer; Big Idea 4 is Interactions. This class is designed to challenge students as they develop the study habits and skills necessary to be successful in college. Students should expect college-level material which might be more rigorous than they have experienced in their previous classes.
	Advanced Placement Environmental Science (12) The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: Science is a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, environmental problems have a cultural and social context, and human survival depends on developing practices that will achieve sustainable systems. Some major concepts and skills that are addressed in this course include, Earth's systems and resources, the living world, populations, land and water use, energy resources and consumption, pollution and global change. As an Advanced Placement course, this class is designed to challenge students as they develop the study habits and skills necessary to be successful in college. Students should expect college-level material which might be more rigorous than they have experienced in their previous classes.
	Advanced Placement Physics 1 (12) AP Physics 1 is designed as an introductory physics course for advanced high-school students. The course emphasizes development of critical thinking skills through solving a variety of physics problems focused on motion, forces, momentum, energy, electricity, and waves. Students will use math on a daily basis. To succeed in this class students need a solid grasp of algebra, geometry, and trigonometry. The course also includes a hands-on laboratory component similar to the experience the students will gain in a college-level physics course. As an Advanced Placement course, this class is designed to challenge students as they develop the study habits and skills necessary to be successful in college. Students should expect college-level material which might be more rigorous than they have experienced in their previous classes.
	Advanced Placement Chemistry (12) AP Chemistry is designed as an introductory chemistry course for advanced high-school students. The course is built around various topics of introductory chemistry such as fundamental particles, physical and chemistry properties of structured matter, the making and breaking of bonds between atoms, energy and thermodynamics, rates of reactions, and intermolecular forces. There is an emphasis on learning laboratory and experimental design to compliment the knowledge gained in class. Students should have a strong grasp of algebra and physical science in order to succeed in the class. The class is designed to teach students what they would learn in a first-year chemistry course in college, so the students should expect college-level material and the work might be more rigorous than they have experienced previously.
	MATHEMATICS
	AP Statistics (11-12) <i>Prerequisite: Algebra II</i> The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.
	PHYSICAL EDUCATION
	Personal Fitness (9-12) This course is required of all students for high school graduation. However, some 8th graders are allowed to take this course for credit. Personal Fitness will cover aspects of fitness, health, and wellness. Students will work in the classroom and participate in a variety of fitness activities. Students will gain an awareness of what exercise is and does scientifically. Students will learn what determines good health and fitness. Students will know healthy habits, healthy nutrition, and discover their own fitness level. Students will set short and long term goals regarding their personal fitness.
	Weight Training (9-12) <i>Prerequisite: Personal Fitness</i> In this class students will learn the basic skills and safety techniques needed to lift weights with the goal of maximizing their strength and conditioning. This class will allow students to develop their own weight lifting plan to meet their individual goals.
	Advanced Weight Training (10-12) <i>Prerequisite: Weight Training</i> This class will allow students to expand their knowledge of proper lifting and nutrition. The goal of this class is for students to learn how to develop a lifting program that best meets their fitness goals.

	<p>Body Sculpting (11-12) Prerequisite: Advanced Weight Training Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.</p>
	<p>WORLD LANGUAGES</p>
	<p>Latin I (9-12) In Latin I, students will immerse themselves in the Latin language by reading and translating stories about a man and his family living in ancient Rome. Students will see and use grammatical structures throughout the stories as well as a multitude of vocabulary words to assist in increasing one's English vocabulary. Students will make connections to today's society through the vocabulary as well as dive deeper into the Roman culture while recognizing similarities among past and present cultures. Although spoken Latin is not the main objective, students will use the language to answer simple questions and to create simple sentences of their own. Popular Roman and Greek mythological stories will also be included in the course.</p>
	<p>Latin II (10-12) Prerequisite – Latin I In Latin II, students will develop the skills learned in Latin I. Students will continue to add to their repertoire of Latin reading strategies as well as discover new grammatical structures found in Latin. Students will encounter more historical events in Roman history and observe more aspects of the Roman culture. Vocabulary will again be emphasized as in Latin I, and students will relate Latin vocabulary as well as Roman culture to today's society. Although spoken Latin is not the main objective, students will use the language to answer questions and to create sentences of their own. Roman and Greek mythological stories will be shared, and students will discover similarities between those two cultures as well as relate the stories to those told in today's society.</p>
	<p>Latin III (11-12) Prerequisite: - Latin II In Latin III, students read from authentic Latin prose or poetry texts. Students are introduced to more complex syntactical and grammatical structures. Through the reading selections and class discussions, students learn about the literary and stylistic devices appropriate for either prose or poetry. Concentration is also focused on the philosophic, historic, and cultural aspects relevant to these selections. Students make connections between the ancient strands of mythology, history, literature, and art to those same classical allusions in the modern world.</p>
	<p>AP Latin (11-12) Prerequisite: LATIN III The AP Latin course is designed to give students the experiences needed to be successful on the College Board AP Latin exam. The course's goals are to develop the students' abilities to translate the required passages from Caesar's De bello Gallico and Vergil's Aeneid into English as literally as possible, to help them understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and the rhetorical devices employed. The course should also help students to be successful in analyzing Latin passages to understand how and why the author uses the language in a particular way and the effects he is hoping to produce. Students will learn to analyze the text and draw their own logical conclusions. This course should give students tools to read Latin prose and poetry aloud and with accurate comprehension and appreciation.</p>
	<p>French I (9-12) The first year of French study is designed to develop language proficiency through the use of listening, speaking, reading, and writing skills at a beginner's level. In other words, students will be able to understand and communicate in basic spoken and written French. Additionally, students will examine the target cultures to develop a cross-cultural understanding and appreciation.</p>
	<p>French II (10-12) Prerequisite- French I The second year of French study is designed to expand language proficiency through the use of listening, speaking, reading, and writing skills. Additionally, students will continue to examine the target cultures to develop a cross-cultural understanding and appreciation.</p>
	<p>French III (11-12) Prerequisite: French II The third year of French study is designed to continue the challenge of expanding language proficiency through the use of the listening, speaking, reading and writing skills at a substantially higher level. Students taking French III will have the ability to communicate confidently in the target language. Additionally, students will continue to build on their knowledge of the target cultures to develop a cross-cultural understanding and appreciation.</p>
	<p>AUDIO/VIDEO & FILM</p>
	<p>Audio/Video/Film I (9-12) *Student must be able to be photographed and videotaped. Lights, Camera, Action! Do you enjoy movies or have a favorite television show? Do you want to know how it all comes together to get on the big or small screen? The Audio/Video & Film class is just what you need to spark your creativity and bring your ideas to life. Learn about the different camera angles and use the ACE campus as your subject to demonstrate those angles. Do you know the difference between a director and producer? The AVF 1 class will allow you to explore the many areas of film and video learning about scripting, videography, and everything in between. Student work is stored on the program website via the Internet in accordance with the ESE Audio/Video Grant requirements.</p>
	<p>Audio/Video/Film II (10-12) Prerequisite: Audio/Video/Film I *Student must be able to be photographed and videotaped. Did you know that Georgia is a state that has a large amount of movies and television programs being filmed here? Did you know that the film industry has other careers besides those that are seen on screen? AVF 2 is the follow-up course of AVF 1 and continues the momentum of learning all about video and film, just kicked up a notch! The AVF2 course will start a student run student information show that will be online for viewing from anywhere. Also, in AVF 2 there will be opportunities to film outside of class and opportunity to learn about studio shooting with green screens. Student work is stored on the program website via the Internet in accordance with the ESE Audio/Video Grant requirements.</p>

	<p>Audio/Video/Film III (11-12) Prerequisite: Audio/Video/Film II <i>*Student must be able to be photographed and videotaped.</i> The final course in the AV pathway. This course will be completely project-based and student driven coursework. Students will be able to capture live events, gain experience streaming video, produce a newscast, and much, much more. Level III AV Students will work as the producer/director of filming events and gain experience as the “in charge” person on the set or in the studio. The course is a hand-on course that will culminate the pathway. Student work is stored on the program website via the Internet in accordance with the ESE Audio/Video Grant requirements.</p>
<p>GRAPHIC DESIGN</p>	
	<p>Introduction to Graphics (9-12) Do you want to create a hand that looks like it's popping out of a picture? What about designing a magazine cover or a movie poster? Graphic design is found all around you in everything you see, all day long! In the introduction course you will learn how to use the software to change pictures and many other images to something absolutely amazing. Don't worry if you can't draw a stickman, you can do graphics! And if you are creative and artistic, graphics will allow you to enhance your creations through technology.</p>
	<p>Graphic Design & Production (10-12) Prerequisite: Introduction to Graphics Design IT! Using the skills from the introduction class, you will heighten your skills using the software and tools to create graphics. During the year-long course you will create projects for customers and also, create digital graphics such as avatars and web banners. Graphics are found all day, every day in everything we touch.</p>
	<p>Advanced Graphic Design (11-12) Prerequisite: Graphic Design & Production In the third and final course of the Graphic Design pathway, students will explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Using cameras, software, school-based learning opportunities and various outlets of technology the students will gain more experiences that simulate the graphic design industry.</p>
<p>MARKETING</p>	
	<p>Marketing Principles (9-12) Do you like to make money? What if you knew the formula of how to make more money? In Marketing Principles, you will learn that formula. Businesses use the formula everyday with their Marketing team. Marketing is so much more than just a billboard, commercial, or magazine advertisement. Marketing researches, plans, organizes and then comes up with the appropriate way to get your attention to buy something and spend money.</p>
	<p>Introduction to Sports & Entertainment Marketing (10-12) Prerequisite – Marketing Principles Imagine yourself at a sporting event or a concert...Look around, what do you see? Besides the sport or entertainment, you see advertising! Not just any advertising, a thought out plan to market products to you...the consumer! Sports and Entertainment Marketing is so much more than just advertising. Marketing plans things such as the sponsors, games and contests during time-outs and what type of t-shirt to shoot out of the t-shirt shooters. Marketing at these events thinks about what you want and what you need to be a fan. In this class you will learn what it takes to plan, organize, research, and produce what people want at sports and entertainment events.</p>
	<p>Advanced Sports & Entertainment Marketing (11-12) Pre-requisite - Marketing Principles and Introduction to Sports and Entertainment Marketing What do LeBron James, Carrie Underwood, Tom Brady and Beyoncé have in common? What do products like Nike, Verizon, Apple, and Coca Cola have in common? The answer...RECOGNIZABLE! These celebrities and brands have an image that is marketable...meaning people want whatever the celebrity is selling and want everything that brand has to offer. Whether its product placement, celebrity endorsement, or social media these celebrities and brands know what their consumers want. Star Power...Brand Power...that is Sports and Entertainment Marketing!</p>

WORK-BASED LEARNING

Work-Based Learning (12th grade only) Applications will be outside of Mrs. Turner's room (805). Applications are due by Friday, April 13th.

Do you want to start building your resume while still in high school? Work Based Learning (WBL) WBL is great opportunity to start gaining some real world work experience – and get school credit! WBL is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. To qualify for WBL, student must be a rising senior and have a defined pathway. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internship, Youth Apprenticeship, and Employability Skills Development (ESD).

PERFORMING ARTS

Theatre Arts I (9-12) Interested in learning how to step outside your comfort zone? Want to see what it takes to be a performer? Interested in what goes on behind the scenes of a movie or stage production? Then Drama is the place for you. Through taking Drama courses scholars will learn about empathy through character study, work as a team and ensemble, learn about the different elements of theatre including technical and design aspects, develop good diction, poise, and stage presence, and more. Students do not need any performance or theatre experience to take Drama I. Students will have the opportunity to attend a professional theatre production in Atlanta.

Theatre Arts II (9-12) Prerequisite: Theatre Arts I Students who have taken the yearlong Theatre Arts I course can move up and take Advance Drama. Through this course students will deepen their knowledge on performance skills, technical theatre elements, and the production process. Students will have the opportunity to take a script from conception to stage through discovering the playwriting process and learning how to workshop and produce a production. Students in this course will be involved in a One Act Play under the GAHS criteria to take to the Region One Act Play competition. Costs for this course may include fees to cover costumes for the One Act and transportation costs to competition as well as an optional field trip fee to see a professional theatre production in Atlanta.

Theatre Arts III (11-12) Prerequisite: Theatre Arts II Students who have taken the yearlong Theatre Arts II course can move up and take Advance Drama. Through this course students will deepen their knowledge on performance skills, technical theatre elements, and the production process. Students will have the opportunity to take a script from conception to stage through discovering the playwriting process and learning how to workshop and produce a production. Students in this course will be involved in a One Act Play under the GAHS criteria to take to the Region One Act Play competition. Costs for this course may include fees to cover costumes for the One Act and transportation costs to competition as well as an optional field trip fee to see a professional theatre production in Atlanta.

Intermediate Band (9-12) Beginning Band is design for the ACE scholar who has never played a band instrument before or for those who have played a band instrument but would like to swap to another instrument. Beginning Band is separated into 6th grade beginning band and, if the need is there, 7th – 10th grade beginning band. Scholars will audition all the instruments and, with the band director's help, pick the instrument they feel they would be the most successful on. It will be the scholar's responsibility to rent or purchase an instrument for the class if the school cannot provide one for them. This is a class that is part of the class schedule every day. There will be after school band opportunities to further their learning, performances throughout the year, and possible trips in the community and beyond to showcase their abilities. Parents will need to rent or purchase an instrument.

Advanced Band (9-12)
Advanced band is for those band scholars who have been selected by the director for the skill level of playing and have 3 or more years' experience. Each class is designed to continue building on previous years' experience in playing and theory. This is a performance based class, so there are some after school rehearsal requirements and concert performances throughout the year. There will be many opportunities for individual musicians to play and audition for different District and State ensembles as well as solos and small ensembles within the band program. We also offer Marching Band and hopefully Jazz band as extracurricular ensembles. There are possibilities of trips with the band throughout the year. Those scholars new to ACE may be allowed in this class once they have interviewed with Mr. Tyner about their playing experience. Parents will need to rent or purchase an instrument.

Percussion Ensemble: Intermediate & Advanced (Marching Band; Jazz Band) (9-12) Intermediate percussion is for those band scholars who have been in the ACE Band program for 2 or more years. Advanced Percussion Ensemble is for those band scholars who have been in the percussion section for 2 or more years. Each class is designed to continue building on previous years' experience in playing and theory. This is a performance based class, so there are some after school rehearsal requirements and concert performances throughout the year. There will be many opportunities for individual musicians to play and audition for different District and State ensembles as well as solos and small ensembles within the band program. We also offer Marching Band and hopefully Jazz band as extracurricular ensembles. There are possibilities of trips with the band throughout the year. Those scholars new to ACE may be allowed in this class once they have interviewed with Mr. Tyner about their playing experience. Students will have the opportunity to purchase stick bags and such.

Beginning Women's Chorus (9-12) This organization is the entry-level choir for female students interested in vocal music performance. It is also an outlet for the student who enjoys singing for her own pleasure. The following musical skills for ensemble singing will be stressed: proper breathing, pleasant vocal production, blend and balance, expansion of range, good intonation, ear training, and sight-

	reading. Students will explore various styles of choral literature. Participation in various performances is a requirement of the class. Out-of-school performances and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom. Students will also be given an opportunity to participate in the spring competition trip, Large Group Performance Evaluation field trip, honor choir, and will be better prepared for opportunities in the intermediate and advanced choral ensembles.
	Advanced Men's Chorus (9-12) The Advanced Men's Chorus is the top ensemble for male students interested in vocal music performance. It is also an outlet for the student who enjoys singing for his own pleasure. Scholars in this group will explore proper breathing, pleasant vocal production, blend and balance, expansion of range, good intonation, ear training, and sight-reading. Students will experience singing various styles of choral literature. Participation in various performances is a requirement of the class. Out-of-school performances and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom. Students will also be given an opportunity to participate in the spring competition trip, Large Group Performance Evaluation field trip, honor choir, and will be better prepared for opportunities in the intermediate and advanced choral ensembles.
	Advanced Women's Chorus I (9-12) The Advanced Women's Chorus is the top ensemble for female students interested in vocal music performance. It is also an outlet for the student who enjoys singing for her own pleasure. Scholars in this group will explore proper breathing, pleasant vocal production, blend and balance, expansion of range, good intonation, ear training, and sight-reading. Students will experience singing various styles of choral literature. Participation in various performances is a requirement of the class. Out-of-school performances and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom. Students will also be given an opportunity to participate in the spring competition trip, Large Group Performance Evaluation field trip, honor choir, and will be better prepared for opportunities in the intermediate and advanced choral ensembles. Advanced Women's Chorus I is specifically designed for incoming freshmen.
	Advanced Women's Chorus II (10-12) The Advanced Women's Chorus is the top ensemble for female students interested in vocal music performance. It is also an outlet for the student who enjoys singing for her own pleasure. Scholars in this group will explore proper breathing, pleasant vocal production, blend and balance, expansion of range, good intonation, ear training, and sight-reading. Students will experience singing various styles of choral literature. Participation in various performances is a requirement of the class. Out-of-school performances and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom. Students will also be given an opportunity to participate in the spring competition trip, Large Group Performance Evaluation field trip, honor choir, and will be better prepared for opportunities in the intermediate and advanced choral ensembles. Advanced Women's Chorus II is specifically designed for sophomores and juniors.
	AP Music Theory (10-12) Students in AP Music will be introduced to the elements of music theory and composition, and will learn how these elements are used in music. The emphasis will be on rules of theory and composition, ear training, sight singing, analysis, and keyboard skills. The course is designed both for students who desire to prepare for music as a career as well as those who desire it for personal enrichment. While the main emphasis is placed on music of the Common Practice Period (1600-1750), music of other stylistic periods will also be studied. Students will be prepared for, and encouraged to take the AP Music Theory Exam in May.
	Orchestra (9-12) Students continue the study of violin, viola, cello or bass. Students in this course have already played their instrument and are ready for more advanced musical literature. String students learn and apply advanced string playing skills as outlined in the Georgia Performance Standards for advanced high school orchestra. Orchestra students perform frequently at school and in the community. Weekly practice is required for this course. Students are required to attend school performances and LGPE. Students will need to rent or purchase an instrument and purchase a method book. <u>There will also be a fee of \$40</u> to cover such costs as bus transportation for LGPE, an orchestra t-shirt for informal performances, and the concert uniform. Optional performances/ trips are also possible with this course.