WOODLAWN HIGH SCHOOL

COURSE DIRECTORY
2023-2024

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PREFACE

The information in this guide is designed to provide direction as you select your classes and map out an Individual Graduation Plan for high school and your future. With your parents, carefully review the information presented here before beginning your choices.

In today's technological world, our work force is required to be more versatile, knowledgeable, and skilled than ever before. Your ability to successfully compete in your chosen career field will depend upon the educational foundation you build in high school. Decisions you make now can either broaden your future opportunities or limit them. Since careers often change direction or require new training down the road, you can prepare yourself best by taking the most challenging high school courses you can complete.

Woodlawn High School requires you to build your Individual Graduation Plan based upon your career interests. By choosing core subjects and electives related to that career field, you can better prepare yourself to reach your post-secondary goal – workforce, technical college, the military, or college.

Though you may not know the specific career you will seek after graduation, you may be able to identify a general career cluster and Career Pathway that will help you select courses for high school. So, proceed through this guide, choose your courses wisely, and then use the knowledge you gain from those classes to fine-tune your career decisions.

Disclaimer: Information contained in this guide is subject to change based on state, district, and school policy.

SCHOOL COUNSELOR CONTACT INFORMATION

Students are assigned to a counselor according to their last name.

Last Names A-D	Yolanda Brown-Matthews	ybrown@ebrschools.org
Last Names E-K	Leslie Walker	lwalker5@ebrschool.org
Last Names L-Ri	Alysse Nelson	anelson2@ebrschools.org
Last Names Ro-Z	Chelsea Coon	ccoon@ebrschools.org

SCHEDULING POLICY

Students and parents should exercise great care in course selections as they can have a direct bearing on future career possibilities. Once student requests are made and finalized each spring, the school is staffed to accommodate those choices for the following year. If staff or facilities are limited in an area, upperclassmen will have priority in scheduling the affected courses. (Students are asked to identify alternate electives, should their primary selections become overcrowded or produce scheduling conflicts.)

Please check the course descriptions for prerequisites to courses. Prerequisite courses must be completed prior to beginning the subsequent course.
Students interested in specific colleges or programs should become familiar with requirement guidelines early enough to prepare for them. Check catalogs, online sources, or your counselor for pertinent information.
Current 9th-11th grade students will be given a chance to choose their courses in JCampus during the scheduling process. Once students are locked out of PowerSchool scheduling, no changes will be made. The only exception that will be made if an emergency is determined by the school principal. Contact information for the counselors can be found on the following page.

Current 8th grade students will be given a chance to choose their courses in the spring. Students will be given a chance to verify or make changes to their schedule after the scheduling process is complete. All changes must be made by the verification deadline. After the deadline no schedule changes will be made except in emergency situations as determined by the school principal.

Students who fail a core subject will have their requests changed to account for re-taking the required course. If a schedule does not reflect such a change, it is the student's responsibility to notify his/her counselor.

Senior Scheduling: Only seniors and students enrolled in a cooperative education program, internship, etc. at Woodlawn. 5th year seniors may schedule only those classes needed for graduation. Cooperative education students will be chosen by the program director in the spring after applications are reviewed. Students who are interested in attending a technical college or community college should see their counselor during scheduling.

CLASSIFICATION OF STUDENTS

Grade placement is to be determined only at the beginning of the school year for grades 9, 10 & 11. Grade placement for seniors can be determined at any time. Students will be placed in:

- Grade 10 – by having earned no fewer than **5** units of credit. A minimum of 1 completed course in English AND a minimum of 1 completed course in Mathematics
- Grade 11 – by having earned no fewer than **12** units of credit. A minimum of 2 completed courses in English AND a minimum of 2 completed courses in Mathematics
- Grade 12 – by having scheduled sufficient units during the regular year to complete graduation requirements at the end of the school year AND a minimum of **17** units of credit

LEAP 2025 TESTS

Incoming ninth graders for 2017-2018 and beyond will be required to pass three end of course tests (EOC/LEAP 2025) in English I or English II, Algebra I or Geometry, and Biology or United States History.***Remediation and retake opportunities are provided for students who do not pass a LEAP 2025 test.**

SUMMER SCHOOL

A handout containing summer school information will be available the first week in May. Permits to attend summer school may be obtained from the school counselor during final exam week. During the summer, students should see the principal to request permits to attend the 2nd session of EBRP summer school if space is available.

GRADING SCALE

Woodlawn High School follows the East Baton Rouge Parish School System grading scales below:

Grading Scale for Regular Courses		
Grade	Percentage	Quality Points
A	100-93	4
B	92-85	3
C	84-75	2
D	74-67	1
F	66-0	0

Beginning 2018- 2019 & Beyond Grading Scale for District Approved, Academic Honors, Gifted & Great Scholars Courses		
Grade	Grade	Percentage
A	100-93	5
B	92-85	4
C	84-75	3
D	74-67	1
F	66-0	0

Beginning 2018- 2019 & Beyond Grading Scale for District Approved, Academic Dual Enrollment & Advanced Placement Courses		
Quality Points	Percentage	Quality Points
A	100-90	5
B	89-80	4
C	79-70	3
D	69-60	1
F	59-0	0

LEAP 2025 High School Tests Scale Score to Grade Scale Conversion Tables

Students enrolled in a course for which there is a LEAP 2025 High School test must take the test (*Bulletin 741, Section 2318*). The LEAP 2025 High School test score shall count a percentage of the student's final grade for the course. The percentage must be between 15 and 30 percent inclusive, and shall be determined by the local district. The LDOE provides conversion tables to help districts factor the LEAP 2025 High School tests scores into final course grades.

The following table shows the relationship among LEAP 2025 achievement levels, scale scores, grade scale scores based on the uniform grading scale (93 85 75 67 0), and the corresponding letter grade.

	LEAP 2025 Achievement Level	LEAP 2025 Scale Score	Grade Scale Score	Grade
Algebra I	Advanced	805-850	93-100	A
	Mastery	750-804	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English I	Advanced	791-850	93-100	A
	Mastery	750-790	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
Geometry	Advanced	783-850	93-100	A
	Mastery	750-782	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
English II	Advanced	794-850	93-100	A
	Mastery	750-793	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	700-724	67-74	D
	Unsatisfactory	650-699	0-66	F
US History	Advanced	774-850	93-100	A
	Mastery	750-773	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	711-724	67-74	D
	Unsatisfactory	650-710	0-66	F
Biology	Advanced	772-850	93-100	A
	Mastery	750-771	85-92	B
	Basic	725-749	75-84	C
	Approaching Basic	707-724	67-74	D
	Unsatisfactory	650-706	0-66	F

The attached tables show the corresponding grade scale score for each LEAP 2025 scale score. Each LEAP 2025 High School test scale score is mapped onto a grade scale score within each of the LEAP 2025 achievement level ranges. The following is an example of how the conversion tables are used to calculate the student's final course grade:

Dana earned 89% in her Algebra I coursework, and had a scale score of 768 on her LEAP 2025 Algebra I test which placed her in the *Mastery* achievement level. The LEAP 2025 High School tests count for 20% of the final course grade in her district. According to the conversion table for Algebra I on page 3, her LEAP 2025 scale score 768 translates into a grade scale score of 87. Her final course percentage is 87*0.20 + 89*0.80 = 88.6, which is a B.

VALEDICTORIAN & SALUTATORIAN

Senior class rank will be determined by the student's weighted grade point average, including all subjects taken in grades 9-12. To be considered for valedictorian and salutatorian, the students must be enrolled in Woodlawn High for the entire senior year and must have been in attendance in the East Baton Rouge Parish School System for the last four (4) semesters of high school.

Regular Education: Beginning with the graduating class of 2010-2011, senior class rank will be determined by the students' weighted grade point average, including all subjects in grades 9-12. Co-valedictorians will be recognized if these students have earned exactly the same grade point average. In the event that a co-valedictorian is recognized, there will be a salutatorian also. To be considered for valedictorian and salutatorian, the students must be enrolled in that school and classified as a senior since the start of the current school year. Additionally, they must maintain the senior classification for the entire school year (One semester for midterm graduates; Two semesters for full year graduates). Also, the student must have been in attendance in this school system for the last four (4) semesters of high school. Students not meeting these requirements, but earning appropriate rankings should be recognized as special honor 30 graduates. Mid-term graduates are eligible for Valedictorian, Salutatorian and any other honor graduate distinctions. This does not prevent other honors being bestowed. However, a student cannot have been in high school for more than eight (8) semesters.

Gifted Education: For any students enrolled in high school prior to the fall of 2022 and graduating prior to the Class of 2026 who has completed four or more semesters of high school in the gifted program will be ranked as part of the gifted graduating class for purposes of determining valedictorian and salutatorian.

Gifted and Great Scholars Education: Beginning with Incoming 9th Graders in the Fall of 2022 and the Class of 2026, any student who has completed four or more semesters of high school in the gifted/great scholars program will be ranked as part of the gifted/great scholars graduating class for purposes of determining valedictorian and salutatorian.

Any student who has enrolled in the gifted/great scholars program for fewer than four semesters and is not enrolled in the gifted/great scholars program or equivalent coursework, i.e. Advanced Placement courses, during his/her senior year will be ranked as part of the regular graduating class. The school counselor, gifted coordinator, and school principal must review schedules of the ten top-ranked gifted/great scholars students at the beginning of the student's senior year to insure eligibility for consideration as valedictorian and/or salutatorian.

To be declared valedictorian or salutatorian of the gifted/great scholars class, students will be required to complete a minimum of six Carnegie units during their senior year (completion of 11th grade to graduation). (For a midterm graduate, the requirement is three Carnegie credits during their senior year.) Students not meeting these requirements, but earning appropriate rankings should be recognized as special honor graduates. Midterm graduates are eligible for Valedictorian, Salutatorian and any other honor graduate distinctions. Courses, which carry a weight of one or two semester hours of credit at a four-year institution, will earn one half of a Carnegie unit toward graduation at the high school level. Those courses, which earn three, four, or five semester hours of college credit, will earn one full Carnegie unit.

Honor Graduates: All seniors who compile a grade point average of 3.9500 and above shall be designated as graduating Summa Cum Laude. All seniors who compile a grade point average in the range of 3.8500 to 3.9400 shall be designated as graduating Magna Cum Laude. All seniors who compile a grade point average in the range of 3.500 to 3.8400 shall be designated as graduating Cum Laude. Senior class rank will be determined by the student's weighted grade point average, including all subjects taken in grades 9-12. To be considered for valedictorian and salutatorian, the students must be enrolled in Woodlawn High for the entire senior year and must have been in attendance in the East Baton Rouge Parish School System for the last four (4) semesters of high school.

GIFTED AND TALENTED PROGRAMS

The **Gifted Program** is an advanced academic program for students identified in grades Pre-K to 12 and enrolled in the East Baton Rouge Parish School System. Classes provide a high degree of complexity and extend beyond the prescribed curriculum offered in the regular classes. Classes are taught by teachers with a certification in Academically Gifted Education and have a reduced class size in order to individualize each student's educational program. Academically Gifted students have access to college level coursework through the Advanced Placement and Dual Enrollment Programs at WHS.

The **Talented Program** is an educational arts program for students identified as talented in the areas of Visual Arts, Music and/or Theatre in grades K to 12 and enrolled in the East Baton Rouge Parish School System. Classes provided in these disciplines are designed to provide experiences that enable the talented student to further develop demonstrated skills, increase discipline knowledge, and grow as an artist.

Admission Criteria: A child must be identified as "Gifted" or "Talented" through testing in accordance with the criteria stated in Louisiana's Pupil Appraisal Handbook: Bulletin 1508. This identification includes two steps: screening and evaluation. An Individualized Education Plan (IEP) will be developed for the student to receive services for Gifted and/or Talented Programs.

STUDENTS MUST HAVE GIFTED SITE COORDINATOR APPROVAL TO ENROLL IN GIFTED & TALENTED COURSES.

GREAT SCHOLARS ACADEMY

Great Scholars Academy is an accelerated academic program with highly qualified teachers and a rigorous curriculum that parallels the Gifted Program. Great Scholars Academy students have access to college level coursework through the Advanced Placement and Dual Enrollment Programs at WHS. Students must meet admission criteria, maintain an overall, unweighted GPA of 2.5 or higher, and adhere to school and district behavior standards.

Admission Criteria
Students must submit a Great Scholars Academy application and meet one or more of the criteria below:

- 84 percentile or higher IQ composite score on a district-approved intelligence test **-OR-**
- National Percentile Rank of 84 or higher in two or more subject areas on a recent standardized test in Reading/ELA, Mathematics, Science and/or Social Studies. Standardized tests must have been administered in the last twelve months.

STUDENTS MUST HAVE SITE COORDINATOR APPROVAL TO ENROLL IN GREAT SCHOLARS ACADEMY COURSES.

MAGNET PROGRAM

The **WHS Magnet Program** is an accelerated academic program designed to challenge students to rise to their full academic potential and includes elective offerings in the STEAM areas. Participation in accelerated academic classes includes enrollment in a minimum of one Advanced Placement or Dual Enrollment course each year. Students must maintain a 2.5 GPA and adhere to school and district behavior standards.

Admission Criteria: Applicants must have a 2.5 cumulative grade point average for the last four (4) consecutive semesters and a proficient score in Math and English Language Arts on the most recent standardized assessment. Parents must submit an online application during the application period and provide required documentation to the school.

STUDENTS MUST HAVE MAGNET SITE COORDINATOR APPROVAL TO ENROLL IN MAGNET COURSES.

TOPS CORE CURRICULUM

TOPS Core Curriculum

For the Opportunity, Performance and Honors Awards
For High School graduates of 2018 and thereafter

Units	Courses[1]
ENGLISH = 4 Units	
1 Unit	English I
1 Unit	English II
1 Unit from the following:	English III, AP English Language Arts and Composition, or IB English III (Language A or Literature and Performance)
1 Unit from the following:	English IV, AP English Literature and Composition, or IB English IV (Language A or Literature and Performance)
MATH = 4 Units	
1 Unit	Algebra I
1 Unit	Geometry
1 Unit	Algebra II
	Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence
1 Unit from the following:	Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or IB Math Methods I (Mathematical Studies SL); Calculus, AP Calculus AB, or IB Math Methods II (Mathematics SL); AP Calculus BC; Probability and Statistics or AP Statistics; IB Further Mathematics HL; IB Mathematics HL; AP Computer Science A
SCIENCE = 4 Units	
1 Unit	Biology I
1 Unit	Chemistry I
2 Units from the following:	Earth Science; Environmental Science; Physical Science; Agriscience I and Agriscience II (one unit combined); Chemistry II or AP Chemistry or IB Chemistry II; AP Environmental Science or IB Environmental Systems; Physics I, AP Physics 1, AP Physics B, or IB Physics I; AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, or IB Physics II, or AP Physics II; Biology II or AP Biology or IB Biology II or Human Anatomy and Physiology
SOCIAL STUDIES = 4 Units	
1 Unit from the following:	U.S. History, AP U.S. History, or IB U.S. History
1 Unit from the following:	Civics, Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
2 Units from the following:	Western Civilization, European History, or AP European History; World Geography, AP Human Geography, or IB Geography; World History, AP World History, or IB World History; History of Religion; IB Economics, Economics, AP Macroeconomics, AP Microeconomics or AP Psychology
FOREIGN LANGUAGE = 2 Units	
	Foreign Language, both units in the same language, which may also include the following AP and IB courses: AP Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, AP Italian Language and Culture, AP Japanese Language and Culture, AP Latin, AP Spanish Language and Culture, IB French IV, IB French V, IB Spanish IV, IB Spanish V, Mandarin Chinese I-IV, Hindi I – IV, Portuguese I-IV, Vietnamese I-IV
ART = 1 Unit	
1 Unit from the following:	Performance course in Music, Dance or Theatre; Fine Arts Survey; Art I, II, III, and IV; Talented Art I, II, III, and IV; Talented Music I, II, III and IV; Talented Theater Arts I, II, III, and IV; Speech III and Speech IV (one unit combined); AP Art History; AP Studio Art: 2-D Design; AP Studio Art: 3-D Design; AP Studio Art: Drawing; AP Music Theory; IB Film Study I; IB Film Study II; IB Music I; IB Music II; IB Art Design III; IB Art Design IV; IB Theatre I; Drafting; Media Arts I - IV; Photography I, Photography II, or Digital Photography
TOTAL = 19 Units	
Please see reverse side for core (substitute) equivalents to the TOPS Core Curriculum	

Core Curriculum Course(s)	Recently Approved Equivalent (Substitute) Course(s)
Art	Digital Image & Motion Graphics, Digital Storytelling, Engineering Design & Development, Sound Design
Environmental Science	Environmental Awareness
World Geography	Physical Geography
Probability & Statistics	Statistical Reasoning
Physical Science	Principles of Engineering

[1] GIFTED COURSES: Any core curriculum course that is taken by a student who has been identified as gifted pursuant to State Board of Elementary and Secondary Education (BESE) policy and that is taken in fulfillment of the student's Individualized Education Plan shall be considered a "Gifted Course" and shall fulfill the core curriculum.

Beginning with students entering the 9th grade in 2014-2015 and graduating in the 2017-2018 school year and thereafter, the calculation of the TOPS Core Curriculum grade point average (GPA) will use a five- (5.00) point scale for grades earned in certain designated Advanced Placement (AP) courses; International Baccalaureate (IB) courses; Gifted courses; Dual Enrollment courses, Honors courses and Articulated courses offered for college credit by the Louisiana School for the Math, Science and the Arts used to complete the TOPS Core Curriculum. The courses currently designated to be calculated on the 5.00 point scale can be viewed at https://www.osfa.la.gov/5scale. For the designated courses, five quality points will be assigned to a letter grade of "A", four quality points will be assigned to a letter grade of "B", three quality points will be assigned to a letter grade of "C", two quality points will be assigned to a letter grade of "D", and zero quality points will be assigned to a letter grade of "F". Note that students earning credit in courses graded on the five (5.00) point scale may earn a grade point average on the TOPS Core Curriculum that exceeds 4.00.

This core curriculum is accurate as of the date of publication and includes courses listed in TOPS statute.

Louisiana Office of Student Financial Assistance (LOSFA)
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Updated: 02/06/2019

TOPS TECH CORE CURRICULUM

TOPS Tech Core Curriculum

For the TOPS Tech Award – JumpStart Curriculum
For High School graduates of 2018 and thereafter
Students may also qualify for the TOPS Tech Award by completing the TOPS Core Curriculum for the Opportunity, Performance and Honors Awards

Units	Courses
1 Unit	English I
1 Unit	English II
2 Units	English III, English IV, AP or IB English courses, Business English, Technical Writing, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education.
1 Unit	Algebra I; or both Algebra I, Part 1 and Algebra I, Part 2; or an applied or hybrid algebra course
3 Units	Geometry, Algebra II, Math Essentials, Financial Literacy, Business Math, Algebra III, Advanced Math -Functions and Statistics, Advanced Math - Pre-Calculus, Pre-calculus, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the State Board of Elementary and Secondary Education. Integrated Mathematics I, II, and III may be substituted for Algebra I, Geometry, and Algebra II, and shall equal three mathematics credits
1 Unit	Biology
1 Unit	Chemistry I, Earth Science, Environmental Science, Agriscience I and Agriscience II (both for one unit), Physical Science, Physics, or AP or IB science courses
1 Unit	U.S. History, AP U.S. History, or IB U.S. History
1 Unit	Civics, Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
9 Units	In Jump Start course sequences, workplace experiences, and credentials. A student shall complete a regionally designed series of Career and Technical Education Jump Start coursework and workplace-based learning experiences leading to a statewide or regional Jump Start credential. This shall include courses and workplace experiences specific to the credential, courses related to foundational career skills requirements in Jump Start, and other courses, including career electives, that the Jump Start regional team determines are appropriate for the career major.
TOTAL: 21 units	

This core curriculum is accurate as of the date of publication and includes courses listed in TOPS statute and those determined to be equivalent by the La. Board of Regents and BESE.

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GRADUATION REQUIREMENTS

Graduation Requirements for Entering Freshmen 2014-2015 and Beyond

SUBJECTS	TOPS UNIVERSITY DIPLOMA		CAREER DIPLOMA	
	# Units	Courses	# Units	Courses
English	1	**One of the following:** English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE	1	**One of the following:** English I, English Language Part 1: Cambridge IGCSE, or English Literature Part 1: Cambridge IGCSE
	1	**One of the following:** English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE	1	**One of the following:** English II, English Language Part 2: Cambridge IGCSE, or English Literature Part 2: Cambridge IGCSE
	1	**One of the following:** English III, AP English Language and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 1: Cambridge AICE–AS (Honors), or Literature in English Part 1: Cambridge AICE–AS (Honors)	2	**The remaining units shall come from the following:** Technical Writing, Business English, English III, English Language Part 1: Cambridge AICE - AS (Honors), Literature in English Part 1AICE - AS (Honors), English IV, any AP or IB English course, English Language Part 2: Cambridge AICE - AS (Honors), Literature in English Part 2: Cambridge AICE - AS (Honors), or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE
	1	**One of the following:** English IV, AP English Literature and Composition, IB Literature, IB Language and Literature, IB Literature and Performance, English Language Part 2: Cambridge AICE–AS (Honors), or Literature in English Part 2: Cambridge AICE–AS (Honors)		
	NOTE: If a student chooses to take the A level Cambridge course, the second unit will count as an elective credit.			
Mathematics	1	Algebra I	1	Algebra I, Applied Algebra I, or Algebra I-Part 2 *(The elective course Algebra I-Part 1 is a prerequisite.)*
	1	Geometry	3	**The remaining units shall come from the following:** Geometry, Financial Literacy (formerly Financial Math), Math Essentials, Algebra II, Advanced Math-Functions and Statistics, Advanced Math–Pre-Calculus, Algebra III, Pre-Calculus, Business Math, Probability and Statistics, Statistical Reasoning, Transition to College Math, or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE. Integrated mathematics I,II, and III may be substituted for algebra I, geometry, and algebra II and shall count as three math credits. Additional Math: Cambridge IGCSE, Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 1 (Pure Math): Cambridge AICE - AS (Honors)
	1	Algebra II		
	1	**One of the following:** Algebra III, Advanced Math–Functions and Statistics, Advanced Math–Pre-Calculus, Pre-Calculus, IB Math Studies (Math Methods), Calculus, AP Calculus AB, IB Mathematics SL, AP Calculus BC, AP Statistics, IB Further Mathematics HL, IB Mathematics HL, Probability and Statistics, AP Computer Science A, Statistical Reasoning, Additional Math–Cambridge IGCSE, Math 1 (Probability and Statistics): Cambridge AICE (Honors), Math 1 (Pure Math): Cambridge AICE–AS (Honors), Math 2 (Part 1): Cambridge AICE–A Level (Honors), or Math 2 (Part 2): Cambridge AICE–A Level (Honors)		
	NOTE: The Integrated Mathematics I, II, and III sequence, including the Cambridge IGCSE Integrated Math sequence, may be substituted for the Algebra I, Geometry, and Algebra II sequence.			
Science	1	Biology I	1	Biology I
	1	Chemistry I	1	**One of the following:** Chemistry I, Physical Science, Earth Science, Agriscience I*, Environmental Science, Principles of Engineering, any AP or IB science course, PLTW Principles of Engineering, Principles of engineering (LSU Partnership), Physics I: Cambridge IGCSE, Biology II: Cambridge AICE–AS (Honors), Chemistry II: AICE–AS (Honors), or Physics II: Cambridge AICE–AS (Honors)
	2	**Two units chosen from the following:** (a) Earth Science; (b) **one of** Environmental Science, Environmental Awareness; (c) **one of** Physical Science, Principles of Engineering, PLTW Principles of Engineering, Principles of Engineering (LSU Partnership); (d) Agriscience I*; (e) **one of** Chemistry II, AP Chemistry, IB Chemistry I, IB Chemistry II, or Chemistry II: Cambridge AICE–AS (Honors); (f) **one of** AP Environmental Science, IB Environmental Systems; (g) **one of** Physics I, IB Physics I, AP Physics I, Physics I: Cambridge IGCSE; or (h) **one of** AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, IB Physics II, AP Physics II, or Physics II: Cambridge AICE–AS (Honors); (i) **one of** Biology II, AP Biology, IB Biology I, IB Biology II, Biology II: Cambridge AICE–AS (Honors), or Human Anatomy and Physiology		
	*The elective course Agriscience I is a prerequisite for Agriscience II.			
Social Studies	1	**One of the following:** U.S. History, AP U.S. History, or IB History of the Americas I	1	**One of the following:** U.S. History, AP U.S. History, or IB History of the Americas I
	1	**One of the following:** Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States	1	**One of the following:** Civics, American Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
	2	**Two units chosen from the following:** (a) **one of** European History, AP European History, Western Civilization, or History (European): Cambridge AICE–AS (Honors); (b) **one of** World Geography, AP Human Geography, IB Geography, Physical Geography, or Geography: Cambridge AICE–AS (Honors); (c) **one of** World History, AP World History, IB History of the Americas II, or History (International): Cambridge AICE–AS (Honors); (d) History of Religion; (e) **one of** IB Economics, Economics, AP Macroeconomics, AP Microeconomics, or Economics: Cambridge AICE–AS (Honors); (f) AP Psychology, History of Religion		
Health and Physical Education	0.5	Health Education	0.5	Health Education
	1.5	Physical Education I and II; Adapted Physical Education I and II for eligible students in special education; JROTC I, II, III, or IV; or Physical Education I (1 unit) and 1/2 unit of Marching Band, extracurricular sports, Cheerleading, or Dance Team	1.5	Physical Education I and one half unit from among the following: Physical Education II, Marching Band, extracurricular sports, Cheerleading, Dance Team Adapted PE for eligible students or JROTC or may be substituted
	NOTE: JROTC I and II may be used to meet the health education requirement. Refer to §2347.			
Foreign Language	2	Two units from the same language (§2345)		
Art	1	Art (§2333), Music (§2355), Dance (§2337), Theatre (§2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting, Media Arts (§2354), Photography I/II, Digital Photography, or Digital Design (§ 2338)		
Electives/ Jump Start	3	Electives	9	Jump Start course sequence, workplace experiences, and approved credentials (a minimum of one industry-based credential is required for graduation)
Total Units	24		23	

Refer to Bulletin 741 for a comprehensive list of approved courses and the most current graduation requirements. REVISED MAY 18, 2020

Click Here for TOPS Core Curriculum
Click Here for TOPS Tech Core Curriculum

To find to additional information about TOPS & TOPS TECH Scholarships, please visit Louisiana Office of Student Financial Assistance

ALL THINGS JUMP START

Jump Start prepares students to lead productive adult lives, capable of continuing their education after high school while earning certifications in high-wage career sectors. Click Here to learn more about Jump Start or contact your school counselor.

Students are required to attain industry-promulgated, industry-valued credentials in order to graduate with a Career Diploma. (Jump Start is an elective path for students pursuing a university-preparatory diploma.)

Please visit All Things Jump Start to learn more about Louisiana's innovative career and technical education (CTE) program.

NCAA ELIGIBILITY REQUIREMENTS

Prospective college athletes must submit ACT scores and register with NCAA Clearinghouse during their Junior year.

Division I

If you enroll in a Division 1 college and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school,
- Complete these 16 core courses (ten required courses must be completed prior to the senior year and are "locked in" and cannot be repeated to increase GPA and seven of the ten must be in English, math or natural/physical science:
  4 years of English
  3 years of math (algebra 1 or higher)
  2 years of natural or physical science (including 1 year of lab science if offered by your high school)
  1 extra year of English, math, or natural or physical science
  2 years of social science
  4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy);
- Earn a minimum required grade-point average in your core courses (must have a minimum core-course GPA of 2.3); **and**
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale (which is available at www.ncaaclearinghouse.net)
- NOTE: A complete “List of Approved Core Courses” for Woodlawn High (School Code 190-993) is available on the Prospective Student Athlete link of www.ncaaclearinghouse.net.
- All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported.

Division II

If you enroll in a Division II college and want to participate in athletics or receive an athletics scholarship during your first year, you must:

- Graduate from high school,
- Complete these 16 core courses:
  3 years of English
  2 years of math (algebra 1 or higher)
  2 years of natural or physical science (including 1 year of lab science if offered by your high school)
  3 extra years of English, math or natural or physical science
  2 years of social science
  4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy)
- Earn a 2.000 grade-point average or better in your core courses; **and**
- Earn a combined SAT score of 820 (on the verbal and math sections only) or an ACT sum score of 68 (not including the writing section). There is no sliding scale in Division II.
- NOTE: A complete “List of Approved Core Courses” for Woodlawn High (School Code 190-993) is available on the Prospective Student Athlete link of www.ncaaclearinghouse.net.
- All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported.

Division III

Division III does not use the NCAA Initial-Eligibility Clearinghouse. Contact the Division III college regarding its policies on financial aid, practice and competition.

NAIA PlayNAIA.org helps future student-athletes discover and connect with NAIA schools, coaches and athletic scholarships. PlayNAIA is also the official clearinghouse for NAIA eligibility. Every student-athlete must register with the NAIA Eligibility Center to play sports at an NAIA college or university.

COURSE OFFERINGS

The subjects available to Woodlawn High School students are listed on the following pages. Student participation determines which courses will be offered during the school year. Students will NOT be permitted to repeat a course which they have already passed. A brief description of each course is available in the course catalog.

ADVANCED PLACEMENT PROGRAM (AP)

Per The College Board's AP Program (https://ap.collegeboard.org/), AP students can take college-level course work in high school and may earn college credit and placement based on AP exam scores. When students take AP courses, they demonstrate to college admission officers that they've sought out an educational experience that will prepare them for success in college and beyond. Students enrolled in AP courses receive credit on their high school transcript only.

Each AP course concludes with a college-level exam developed and scored by college and university faculty members as well as experienced AP teachers. Most two- and four-year colleges and universities worldwide recognize AP in the admission process and accept successful exam scores for credit, advanced placement, or both. Contact Woodlawn High School's AP Coordinator for information to discuss admission standards, specific course offerings and enrollment in AP courses.

Note: Students enrolled in AP courses at Woodlawn High School are required to take the AP exam at the conclusion of the course. Students must contact The College Board's AP Program to request that exam score reports be sent to a university to determine eligibility for credit or placement to be awarded by the university.

DUAL ENROLLMENT PROGRAM (DE)

Per the Louisiana Department of Education's website (https://www.louisianabelieves.com/), Dual Enrollment is the simultaneous enrollment of a student at both high school and college in which the student receives credit on both their high school and college transcripts for the same course. Students may enroll in college courses at local technical, community and/or four-year colleges. Students enrolled in a college course follow the college curriculum. The course is taught by the college instructor or a high school instructor who is approved to teach the college course.

Admission Criteria: Students must meet the admission standards of the college awarding the credit. Admissions standards vary between technical colleges, community colleges, and four-year universities. Woodlawn High School offers Dual Enrollment courses through Louisiana State University and Southeastern Louisiana University. Contact the Dual Enrollment Coordinator at Woodlawn High School to discuss admission standards, specific course offerings and enrollment in Dual Enrollment courses.

Note: High School transcripts do not reflect college credit hours earned as part of the Dual Enrollment Program. Students must contact the university awarding college credit directly in order to transfer college credits earned as part of the Dual Enrollment Program to another university.

COURSE REQUEST FORMS ARE SENT TO EACH STUDENT FROM THE SCHOOL COUNSELING DEPARTMENT.

ENGLISH

ENGLISH I

This course will teach students the fundamentals of grammar, composition, research, synthesis, narrative, and literary analysis. Selections from world literature will be used for more thematic studies of American Voices, survival, the literature of civil rights, crossed romances, journeys of transformation and world's end. Honors, Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students. ***Note: Students enrolled in this course will participate in the English I LEAP 2025 Test. Summer reading assignments are required for English courses.***

ENGLISH II

This course is designed to go beyond the fundamentals of grammar, composition, research, synthesis, narrative, and literary analysis to guide students to develop more advanced writing. Selections from world literature will be used for thematic studies of outsiders and outcasts, inside the nightmare, extending freedom's reach, all that glitters, virtue and vengeance, and blindness and sight. Honors, Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students. ***Note: Students enrolled in this course will participate in the English II LEAP 2025 Test. Summer reading assignments are required for English courses.***

ENGLISH III

This course is designed to advance synthesis and research skills to develop more advanced writing and research papers. Students will further develop skills in grammar and conventions of language found on national standardized assessments. Selections from American literature will be used for thematic studies of writing freedom; the individual and society; power, protest and change; grit and grandeur; facing our fears; ordinary lives, extraordinary tales. Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students. ***Note: Summer reading assignments are required for English courses.***

ENGLISH LANGUAGE & COMPOSITION - AP

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. The course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Students read and analyze rhetorical elements and their effects in non-fiction texts. ***Note: Students who take this class are required to take the AP Exam. Summer reading assignments are required for English courses.*** **PREREQUISITES: C or above average in English courses; AP Coordinator Approval.**

ENGLISH IV

This course is designed to advance synthesis and research skills to develop more advanced writing and create a final project on a given topic. Students will further develop skills in grammar and conventions of language found on national standardized assessments. Selections from British literature will be used for thematic studies of forging a hero; reflecting on society; facing the future, confronting the past; seeing things new; discovering the self; and finding a home. Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students. ***Note: Summer reading assignments are required for English courses.***

ENGLISH LITERATURE & COMPOSITION - AP

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. ***Note: Students who take this class are required to take the AP Exam. Summer reading assignments are required for English courses.*** **PREREQUISITES: C or above average in English courses; AP Coordinator Approval.**

DE COLLEGE COMPOSITION I & II (LSU

English Composition I is a General Education course that serves as an introduction to analytical writing and researched-based inquiry. English Composition II is a General Education course that gives students practice in argument writing and research-based inquiry. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school credit at the same time for each course. Summer reading assignments are required for English courses.*** **PREREQUISITES: University Admissions Standards, Minimum Standardized Test Scores; Writing Sample; 2.5 GPA or above; Teacher Recommendation; Parental Consent; and Dual Enrollment Coordinator Approval**

JUMPSTART ENGLISH

BUSINESS ENGLISH

This course provides students with the skills needed to be successful in a business organization. Students will study common business correspondence, including the correct form and use of business applications, information management, information technology, and telecommunications. Students will participate in reading and writing business documents. Students will develop skills in the practical principles of grammar, punctuation, and vocabulary needed in business transactions. They will also gain skill in and practice speaking, listening, and communicating nonverbally in a business environment. ***Note: Summer reading assignments are required for all English courses.*** **(Jump Start substitution for English IV)**

MATH

ALGEBRA I

In Algebra I, students will explore the following topics: relationships between quantities and reasoning with equations and their graphs; descriptive statistics; linear and exponential functions; polynomial and quadratic expressions, equations, and functions; and a synthesis of modeling with equations and functions. Honors, Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students. ***Note: Students enrolled in this course will participate in the Algebra I LEAP 2025 Test.***

GEOMETRY

In Geometry, students will: construct of congruent and similar angles, lines and shapes; write proofs of congruence and similarity of angles, lines and shapes; use similarity criteria and trigonometric ratios to solve triangles; extend skills to apply to three-dimensional shapes; connect algebra and geometry through coordinates; and study circles with and without coordinates. Honors, Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students. ***Note: Students enrolled in this course will participate in the Geometry LEAP 2025 Test.*** **PREREQUISITE: Algebra I**

ALGEBRA II

Algebra II is an advanced level of algebra designed to help the students gain a more in-depth understanding of the concepts introduced in Algebra I. Students will study the following topics: polynomial, rational, and radical relationships; notation and modeling of trigonometric functions; exponential and logarithmic functions and their graphic representations; and inferences and conclusions from data. The use of graphing calculators will be incorporated throughout the course. Honors, Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students. **PREREQUISITE: Algebra I**

ADVANCED MATH / PRE-CALCULUS

In Advanced Math, students will extend and synthesize their understanding of topics from Algebra I, Algebra II, and Geometry, as well as explore applications of these ideas. The course is designed to cover similar content as would be encountered in typical College Algebra and Trigonometry courses. Topics include general properties of functions; trigonometric functions, generalizations, and sinusoidal modeling; the complex number plane; vector and matrix operations; exponential and logarithmic functions; polar coordinate systems; and asymptotic behavior and limits. Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students. **PREREQUISITE: C average or above recommended in Algebra I, Geometry, Algebra II**

DE COLLEGE ALGEBRA & DE PLANE TRIGONOMETRY (LSU)

College Algebra is a General Education Course with a focus on solving equations and inequalities; function properties and graphs with transformations; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; and systems of equations. Plane Trigonometry is a General Education Course with a focus on Trigonometric functions with applications; graphs with transformations; inverse functions; fundamental identities and angle formulas; solving equations; solving triangles with applications; polar coordinate system; and vectors. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school grades at the same time for each course.*** **PREREQUISITES: Algebra II; University Admissions Standards, Minimum Standardized Test Scores; 2.5 GPA or above; Teacher Recommendation; Parental Consent; and Dual Enrollment Coordinator Approval**

PROBABILITY & STATISTICS HONORS

In Probability and Statistics, students will encounter the content covered in a typical college-level introductory Statistics course. Topics covered include but are not limited to sampling and experimental design, correlation and linear regression, probability, confidence Intervals, and hypothesis testing. ***Note: Students enrolled in this course are required to take the CLEP Exam.*** **PREREQUISITES: Credit/enrollment in Advanced Math or equivalent course**

AP STATISTICS

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. 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. ***Note: Students who take this class are required to take the AP Exam.*** **PREREQUISITES: Credit/enrollment in Advanced Math or equivalent course; AP Coordinator Approval**

AP CALCULUS AB

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. It teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. ***Note: Students who take this class are required to take the AP Exam.*** **PREREQUISITES: C or above average in Advanced Math or equivalent course; AP Coordinator Approval**

AP CALCULUS BC

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. ***Note: Students who take this class are required to take the AP Exam.*** **PREREQUISITES: C or above average in AP Calculus AB; AP Coordinator Approval**

JUMPSTART MATH

MATH ESSENTIALS

In Math Essentials, students will develop computational and problem-solving skills through the study and review of essential mathematical concepts. The course incorporates the application of mathematical skills in a variety of real-life settings to provide relevance to students. This course can serve as a bridge between other mathematics courses to help students develop proficiency in the mathematics curriculum.

BUSINESS MATH

Business math is designed to focus on mathematics in business situations. Topics include number operation review, checking accounts, using equations to solve business problems, invoices, trade and cash discounts, mark up and mark down, payroll, simple interest and promissory notes, compound interest and present value, annuities, consumer business credit, mortgages, and financial statements.

FINANCIAL LITERACY

Financial Literacy is designed to focus on mathematical concepts and applications needed for the design and management of personal and business finances. Financial Mathematics serves as a foundation for all data students to learn to make mathematically sound decisions in their roles as consumers, employees, and/or entrepreneurs. This course extends students' knowledge of whole numbers, fractions, decimals, and percent, as well as basic statistics, and probability, algebra, geometry, and data analysis in the context of relevant real life problem-solving situations. Emphasis is placed on various mathematical processes which include manual or electronic calculations of payroll, income tax preparations, interest computations, consumer information, managing income, buying insurance, selling and buying, making sound credit and investment decisions and other items that may be related to personal and business transactions.

SCIENCE

PHYSICAL SCIENCE

This is an introduction course to Chemistry and Physics. Students will move at a more accelerated pace and will do more research and projects in addition to the academic course work. This course also involves the investigation of forces, motion, work and energy, the structure and properties of matter, chemical reactions in a laboratory setting, and the interrelationship of matter and energy in the physical world. An exploration of the nature and history of science and related careers is also incorporated in the course work. This course is the basis for further study of physics, chemistry, and other related sciences. Mathematical skills through pre-algebra are used in problem solving. Moderate workload can be expected through projects/assignments requiring out of class effort.

BIOLOGY I

Biology I focuses on the following units of study: From Molecules to Organisms: Structures and Processes; Ecosystems: Interactions, Energy and Dynamics; Heredity: Inheritance and Variation of Traits; and Biological Evolution: Unity and Diversity with topics related to evolution, genetic heredity, and ecosystems. Students will engage in analytical reading and writing, apply mathematical concepts related to biology, record and interpret experimental data, and model biological processes in order to apply content knowledge, investigate, evaluate and reason scientifically, and connect ideas across disciplines. Honors, Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students. ***Note: Students enrolled in this course will participate in the Biology LEAP 2025 Test.***

DE GENERAL BIOLOGY I (BRCC)

DE General Biology I covers general concepts in cell biology, genetics, biological chemistry, biotechnology, and introduction to evolution. Students will demonstrate a fundamental knowledge of general biology concepts in the areas of cell biology, genetics, biological chemistry, cell structure and function, biotechnology, and evolution. Students will apply the biological concepts to his/her own life, to the natural world, and to society. Students will interpret biological images, scientific graphs and models used to illustrate general biology concepts.This course is for NON-SCIENCE MAJORS. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school grades at the same time for each course.*** **Dual Enrollment Coordinator Approval**

AP BIOLOGY II

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Students will gain experience in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Note: Students who take this class are required to take the AP Exam. **PREREQUISITES: C or above average in Biology I and Chemistry I; AP Coordinator Approval.**

CHEMISTRY I

Chemistry I focuses on the study of the following units: Matter and Its Interactions; Motion and Stability: Forces and Interactions; and Energy with topics related to nuclear processes, atoms, the Periodic Table, chemical reactions, and energy. Students will ask questions and define problems; develop and use models to make predictions; plan and carry out scientific investigations; analyze and interpret data; use mathematical and computational thinking; construct, explain and design solutions; use evidence to support claims; and obtain, evaluate and communicate information as related to topics covered in Chemistry I. Honors, Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students. **PREREQUISITES: C or BETTER in Algebra I and credit/enrollment in Algebra II.**

AP CHEMISTRY II

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students will engage in lab investigations with emphasis on inquiry-based labs. It is recommended that students keep a lab notebook throughout. ***Note: Students who take this class are required to take the AP Exam.*** **PREREQUISITES: C or above average in Algebra II and Chemistry I; AP Coordinator Approval.**

ANATOMY & PHYSIOLOGY

This course is a survey of the fundamentals of anatomy and physiology. Topics focus on the interrelationships of human body systems, using Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas of the science standards. If this course is offered as part of a magnet pathway, it will include thematic integration and may contain additional requirements based on the program. The Five Pillars of Science Literacy are what we use to align our science education with the literacy needs of our students. These pillars are infused within our curricular resources and are the foundations of our literacy initiative in science: Phenomena, Citing Evidence, Prior Knowledge, Critical Thinking, and Analyzing Sources. **PREREQUISITES: Biology I**

ENVIRONMENTAL SCIENCE

Environmental Science explores the mechanisms governing the structure and function of ecological systems, the relationship of such systems, and the relationship of such systems to humans. Topics for study include aquatic habitats, resource use, risk management, waste treatment and health issues. Emphasis is on library research and field work, when possible. The Five Pillars of Science Literacy are what we use to align our science education with the literacy needs of our students. These pillars are infused within our curricular resources and are the foundations of our literacy initiative in science: Phenomena, Citing Evidence, Prior Knowledge, Critical Thinking, and Analyzing Sources.

AP ENVIRONMENTAL SCIENCE

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. ***Note: Students who take this class are required to take the AP Exam.*** **PREREQUISITES: C or above average in Algebra I, Biology I, and Chemistry I; AP Coordinator Approval**

PHYSICS

Physics is a college-prep physics course focusing on real world applications, hands-on inquiry and application-based lab work, and number-based problem solving. Topics will be drawn from kinematics, statics, dynamics, rotational kinematics, energy, mechanical waves, optics, and other assorted topics that might be seen in an introductory college level physics course. Students will be asked to demonstrate qualitative understanding of topics and to quantitatively solve problems related to each topic. The primary goal is for students to establish the prerequisite skills necessary to be successful if they choose to take an introductory level physics course in college. **PREREQUISITES: C or above average in Math courses and enrollment or credit in Algebra II**

AP PHYSICS I– ALGEBRA-BASED

This course is an introductory physics course in which students will cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. Students will participate in hands-on laboratory work to explore and demonstrate foundational principles of Physics in preparation for the AP Physics I exam. ***Note: Students who take this class are required to take an AP Exam.*** **PREREQUISITES: C or above average in Math courses and enrollment or credit in Algebra II; AP Coordinator Approval**

SOCIAL STUDIES

WORLD GEOGRAPHY

In World Geography, students develop a deep understanding of the interconnectedness of people and places. By analyzing the physical and human systems, geographical features, and regional commonalities of different locations around the world, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. Units of study include: Geographic Principles; The Americas; Europe; Asia, Australia, and Oceania; Middle East and North Africa; and Africa-South of the Sahara.

DE WORLD REGIONAL GEOGRAPHY & DE WORLD CIVILIZATION I (BRCC)

DE World Regional Geography (Cultural Geography) introduces concepts, themes, and techniques of cultural geography; discusses religion, politics, language, population, agriculture, urbanization, environmental, and social problems. DE World Civilizations I surveys major civilizations of the world before 1500 and emphasizes interactions among them and their influences on each other. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school grades at the same time for each course.*** **Dual Enrollment Coordinator Approval**

AP HUMAN GEOGRAPHY

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to 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 socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. ***Note: Students who take this class are required to take the AP Exam.*** **PREREQUISITES: C or above average in Social Studies and English courses; AP Coordinator Approval.**

CIVICS

In Civics, students explore the goal of a "more perfect union" and the role of the individual in the decisions of that union as they learn about the foundations, structure, and functions of the US government, politics and the role of the citizen, economic concepts, and financial literacy. Students will use sources regularly to learn content; make connections among people, events, and ideas across time and place; and express informed opinions using evidence from sources and outside knowledge. Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students.

DE AMERICAN GOVERNMENT & DE INTRO TO PSYCHOLOGY (BRCC)

The DE American Government course introduces the principles, institutions, processes, and functions of the United States government. The course emphasizes national government, development of our constitutional system, and the role of the citizen in the democratic process. The DE Psychology course presents the major theories, research methods, and applied areas of psychology. Focuses on the scientific study of behavior and mental processes. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school grades at the same time for each course.*** **Dual Enrollment Coordinator Approval**

AP GOVERNMENT & POLITICS: UNITED STATES

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. ***Note: Students who take this class are required to take the AP Exam.*** **PREREQUISITES: C or above average in Social Studies courses; AP Coordinator Approval.**

UNITED STATES HISTORY

In U.S. History, students explore the evolution of the American identity and its role in the global community as they learn about the industrialization, consolidation, and corporatization of the United States; foreign policy from imperialism to intervention in World War I; economic prosperity and decline between the world wars; the reassertion of American exceptionalism following World War II and during the Cold War; and the shifting role of the United States in the increasingly intertwined modern global community. Students will use sources to learn content; make connections among people, events, and ideas across time and place; and express informed opinions using evidence from sources. Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students. ***Note: Students enrolled in this course will participate in the U.S. History LEAP 2025 Test.***

AP UNITED STATES HISTORY

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. ***Note: Students who take this class are required to take the AP Exam. Students enrolled in this course will participate in the US History LEAP 2025 Test.*** **PREREQUISITES: C or above average in Social Studies courses; AP Coordinator Approval.**

WORLD HISTORY

In World History, students develop a deep understanding of the major historical events around the world from the Renaissance through present day. By analyzing significant historical periods, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. Units of study include: Renaissance and Reformation, Ages of Discovery and Monarchs of Europe; Political and Industrial Age Revolutions; Nationalism, Imperialism, and World War I; Between the Wars and WWII; and Changes, Challenges, and Advances (1945-Present). Gifted, Great Scholars Academy, and/or Magnet sections may be available for eligible students.

DE WESTERN CIVILIZATION I & II (LSU)

History 1001: Western Civilization I provides a survey of Western Civilization from its origins to approximately 1500 CE. Students will learn about the social, cultural, religious, and political history of the period. The primary goal of the course is to introduce the student to study of History as a discipline while investigating the history of Near Eastern, Greek, Roman and Medieval civilizations. History 1003: Western Civilization II is a survey of Western Civilization from 1500 CE to the present with an emphasis on the impact of ideas and actions on Europeans and others in the world. Students will learn about religion, intellectual developments, social changes, high and popular culture, and a series of political shifts during the period. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school grades at the same time for each course.*** **PREREQUISITES: University Admissions Standards, Minimum Standardized Test Scores; 2.5 GPA or above; Teacher Recommendation; Parental Consent; and Dual Enrollment Coordinator Approval**

AP PSYCHOLOGY

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. ***Note: Students who take this class are required to take the AP Exam.*** **PREREQUISITES: C or above average in Social Studies courses; AP Coordinator Approval.**

DE AFRICAN AMERICAN HISTORY (LSU)

The DE African-American History course examines the social, political, and economic impact of African American communities in the United States. Beginning with the mass importation of Africans as a labor force in the late fifteenth century, the survey serves as an introduction to the history of achievement and exploitation in one of the most culturally influential populations in world history. The course covers that history into the late twentieth century looking at African American impact on American society and politics into the postmodern era. The class is aimed at familiarizing students with the general problems, needs, and goals of African American populations in hopes of demonstrating the ways in which those material realities and cultural norms are contingent on a dynamic and continuous exchange with the rest of the United States that makes African Americans both consumers and creators of the broader American culture. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school grades at the same time for each course.*** **PREREQUISITES: University Admissions Standards, Minimum Standardized Test Scores; 2.5 GPA or above; Teacher Recommendation; Parental Consent; and Dual Enrollment Coordinator Approval**

PHYSICAL EDUCATION & HEALTH

HEALTH

This one semester course is required to graduate. The course is comprehensive. Course contents include nutrition; safety and first aid; mental, emotional and social health; consumer health; substance abuse; communicable and non-communicable diseases.

PHYSICAL EDUCATION I

This course is a first level PE course designed for students to meet graduation requirements. The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Students must wear appropriate clothing for physical education and participate regularly in class activities to earn credit. ***Note: Students participating in athletic PE must have the designated coach's approval and their schedules adjusted within the first two weeks of school.***

PHYSICAL EDUCATION II

This course is a second level PE course designed for students to meet graduation requirements. It is a one semester course required for graduation. After successfully completing this course and Physical Education I, a student will have completed the state's physical education requirement. The activities are the same as Physical Education I but students are expected to perform at a higher level and with greater proficiency. This one semester physical education course is paired with Health. ***Note: Students participating in athletic PE must have the designated coach's approval and their schedules adjusted within the first two weeks of school.***

PHYSICAL EDUCATION III
PE III is a third level course for students who have completed the state physical education requirement and will count as an elective credit towards graduation. ***Note: Students participating in athletic PE must have the designated coach's approval and their schedules adjusted within the first two weeks of school.***

PHYSICAL EDUCATION IV
PE IV is a fourth level course for students who have completed the state physical education requirement and will count as an elective credit towards graduation. ***Note: Students participating in athletic PE must have the designated coach's approval and their schedules adjusted within the first two weeks of school.***

JROTC

The JROTC program is a cooperative effort on the part of the Army and Woodlawn High School to provide high school students opportunities for total development. The JROTC learning experience is intended to be useful to students in any future career, military or civilian. Satisfactory completion of the program can also lead to advanced placement credit in Senior JROTC or advanced rank in the Active Army, Army Reserve, or the National Guard.

JROTC I - INTRODUCTION TO THE ROTC AND ARMY
This course is a first level JROTC course for students to meet graduation requirements. The goal of JROTC is to present the history, purpose, and objectives of the ROTC program. This course offers an introduction to leadership theory, drill, ceremonies, and first aid, and students learn basic marksmanship with a .177 caliber precision air rifle which includes firing position, range practice, and record firing.

JROTC II - INTERMEDIATE LEADERSHIP
This course includes the discussion of management, elements of the leadership abilities in drill, ceremonies, intermediate first aid, and map reading. **PREREQUISITE: JROTC I**

JROTC III - APPLIED LEADERSHIP DEVELOPMENT
This course consists of applied leadership techniques, practical leadership development, and land navigation using intermediate map reading skills in a field environment. Marksmanship includes firing exercise, attributes of coaching, and coaching techniques. **PREREQUISITE: JROTC I and II**.

JROTC IV - ADVANCED APPLIED LEADERSHIP DEVELOPMENT
This course is an extension of JROTC III and consists of advanced applied leadership techniques, practical leadership development, and advanced land navigation using applied map reading skills in a field environment. Marksmanship includes firing exercise, attributes of advanced coaching, and coaching techniques. **PREREQUISITE: JROTC I, II and III**.

WORLD LANGUAGES

SEAL OF BILITERACY*: Recognizes students who have demonstrated proficiency in two or more languages by their high school graduation. The seal encourages students to pursue biliteracy, honors the skills our students attain and can be evidence of skills that are attractive to future employers and college admissions offices.* ***REQUIREMENTS****: Successful completion of four years of English; Successful completion of four years of the same world language or a passing score on the AP French or AP Spanish exam; Score 19 or higher on both the Reading and English sections of the ACT.*

FRENCH I
French I is an introductory level language course designed to give students the experience of learning a second language and gaining an appreciation of the cultures and places in which French is spoken. Emphasis is placed on interpretive reading skills and writing skills in which students can identify main ideas, people, and objects in oral and written narratives about familiar topics. An additional area of focus will be interpersonal communication in which students will be able to interact by using basic words, phrases, and sentences on very familiar topics, such as family, school, events, and celebrations.

FRENCH II
French II is a continuation of grammar skills and vocabulary taught in French I with continued emphasis on interpersonal speaking skills and interpretive reading skills. Additional emphasis is placed on presentational skills for speaking and writing in which students will learn to construct simple sentences and develop simple presentations on familiar topics. Students will write or present short notes, messages, and stories about themselves, people and things in their surroundings.**PREREQUISITE: French I**

FRENCH III
French III is an intermediate level French course with continued emphasis on interpersonal skills and presentational skills related to speaking and writing. Additional emphasis is placed on interpretive listening and reading skills in which students can identify the main ideas and significant details on familiar topics from authentic multimedia and print sources, both narrative and informational. Students will learn to determine meaning by using vocabulary knowledge, background knowledge, and some contextual clues. This course teaches increased appreciation for differences in cultural perspectives in a broader range of topics through the study of French culture.
PREREQUISITE: French II; Teacher Recommendation

FRENCH IV
French IV will continue to develop student fluency in the French language through exploration of written and spoken elements of the French culture. Continued emphasis is placed on interpersonal communication skills, interpretive listening and reading skills, and presentational skills related to speaking and writing. Students will compare, contrast, and express preferences, opinions, and perspectives on familiar subjects. Students will give and follow multi-step instructions. Students will interpret messages in increasingly complex texts and begin to integrate and evaluate multiple sources of information. Students will create explanations and summaries using a series of sentences on familiar and some unfamiliar texts. ***Note: Students enrolled in this course are required to take the CLEP EXAM.*** **PREREQUISITES: French III; Teacher Recommendation**

SPANISH I
Spanish I is an introductory level language course designed to give students the experience of learning a second language and gaining an appreciation of the cultures and places in which Spanish is spoken. Emphasis is placed on interpretive reading skills and writing skills in which students can identify main ideas, people, and objects in oral and written narratives about familiar topics. An additional area of focus will be interpersonal communication in which students will be able to interact by using basic words, phrases, and sentences on very familiar topics, such as family, school, events, and celebrations..

SPANISH II
Spanish II is a continuation of grammar skills and vocabulary taught in Spanish I with continued emphasis on interpersonal speaking skills and interpretive reading skills. Additional emphasis is placed on presentational skills for speaking and writing in which students will learn to construct simple sentences and develop simple presentations on familiar topics. Students will write or present short notes, messages, and stories about themselves, people and things in their surroundings. **PREREQUISITE: Spanish I**.

SPANISH III
Spanish III is an intermediate level Spanish course with continued emphasis on interpersonal skills and presentational skills related to speaking and writing. Additional emphasis is placed on interpretive listening and reading skills in which students can identify the main ideas and significant details on familiar topics from authentic multimedia and print sources, both narrative and informational. Students will learn to determine meaning by using vocabulary knowledge, background knowledge, and some contextual clues. This course teaches increased appreciation for differences in cultural perspectives in a broader range of topics through the study of Spanish culture. **PREREQUISITE: Spanish II; Teacher Recommendation**

SPANISH IV
Spanish IV will continue to develop student fluency in the Spanish language through exploration of written and spoken elements of the Spanish culture. Continued emphasis is placed on interpersonal communication skills, interpretive listening and reading skills, and presentational skills related to speaking and writing. Students will compare, contrast, and express preferences, opinions, and perspectives on familiar subjects. Students will give and follow multi-step instructions. Students will interpret messages in increasingly complex texts and begin to integrate and evaluate multiple sources of information. Students will create explanations and summaries using a series of sentences on familiar and some unfamiliar texts. ***Note: Students enrolled in this course are required to take the CLEP EXAM.*** **PREREQUISITES: Spanish III; Teacher Recommendation**

ART ELECTIVES

Electives in this category meet the graduation requirement for Art.

ART I
Art I is a beginning level visual art course with emphasis on introducing students to the elements and principles of art, art history, and the development of technique. The first semester of the course builds skill and understanding of artistic preferences. The second semester trains students to communicate and critique art and develops the artist's conceptual process. Students will develop an understanding and appreciation of visual art; identify and model elements and design principles of art; and use a variety of mediums, tools and techniques to create art.

ART II
This course involves the study of elements and principles of art in a 2-dimensional format with a focus on mastering the elements of art utilizing media techniques learned in Art I. Students will use design concepts in creating art forms, experiment with artistic media for personal expression, and understand that art is a form of communication to express an idea, tell a story or create a mood/emotion. Students will critique and discuss art by describing the aesthetic quality as it relates to design concepts and interpretation of an artist's work. **PREREQUISITES: Art I**

ART III
The student will explore the design elements and principles and study the creative process with a focus on 3-dimensional media and the study of sculpture. Students will explore a variety of media while focusing on the development of their special interest areas. Students will interpret and analyze design concepts as observed in art and the environment and choose design concepts to fit the needs of their visual expressions. Students should be able to apply knowledge to create a variety of visual images. Most projects are student selected and designed with teacher approval and guidance. **PREREQUISITE: Art II; Teacher Approval**

ART IV
This course is designed for the art student who wishes to pursue the arts and is independently motivated. Art IV involves the in-depth study of selected theories of art and their application in design using a variety of art media, themes, and techniques. Students should have an appreciation for the diversity of individual art and be able to evaluate visual forms of art to make judgments. Students must understand and experiment with art to create original works using a variety of materials, tools, and techniques. Students will focus on their special interest areas in order to develop portfolios for higher education and business opportunities in art-related fields. Students will work towards earning a microenterprise credential through the development of an independent business plan for selling their art. Visual Art projects and business plans are student selected and designed with teacher approval and guidance. **PREREQUISITE: Art II or Art III; Teacher Approval**

FINE ARTS SURVEY
This course is for students who have an interest in the visual and performing arts, but focus on history, culture, aesthetics and criticism of the work and less on production. Students will demonstrate a conservant knowledge of terminology and techniques, learn to recognize and analyze examples of visual and performing art in their historical context, distinguish artistic styles and give informed verbal and written critiques.

DIGITAL PHOTOGRAPHY
Digital Photography covers the basic concepts and practice of digital photography, including understanding and use of the camera, lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, space, exposure, light and color. Students will use Adobe Photoshop to edit photos as part of this course. There will be an Industry Based Certification on Adobe Photoshop at the end of the course.**PREREQUISITES: Principles of Visual Design or Media Arts I.**

AP STUDIO ART (AP ART & DESIGN)
The AP Program offers three studio art courses and portfolios: 2-Dimensional Design, 3-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The three portfolios correspond to the most common college foundation courses. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. ***Note: Students enrolled in this course are required to submit an AP art portfolio.*** **PREREQUISITES: A minimum of two years of high school art courses; Teacher Recommendation; AP Coordinator Approval**

AP ART HISTORY
The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. ***Note: Students who take this class are required to take the AP Exam.*** **AP Coordinator Approval**

DE INTRO TO VISUAL ARTS (BRCC)
The DE Intro to Visual Arts course introduces a survey of the visual arts with emphasis on how and why works have been created in our own and earlier times. All major forms of drawing, painting, printmaking, sculpture, design and architecture are explored in basic terms. Students will identify the materials used in art production, discuss visual elements in art, discuss the principles of design, and analyze art using subject matter, style, and personal opinion. ***Note: Students will earn both university and high school grades at the same time for each course.*** **Dual Enrollment Coordinator Approval**

TALENTED VISUAL ART I – IV & TALENTED ART HISTORY
Students with the Talented Visual Art exceptionality will receive services in a self-contained, Talented Art course each year by choosing the designated Talented Arts course as an elective on the course registration form. Students should enroll and receive credit in the Talented Art courses in sequential order. These courses enable the talented student to further develop demonstrated artistic skills, increase knowledge of various mediums of visual art, and grow as an artist. Students will be required to participate in art exhibitions and contests throughout the school year. Students will have work displayed in an arts showcase each spring. **PREREQUISITES: Talented Visual Art exceptionality; Gifted Coordinator Approval**

THEATRE ELECTIVES

Electives in this category meet the graduation requirement for Art.

THEATRE I
Theatre I is designed to develop creativity in directing and producing plays for the public and affords students an opportunity to display individual talents for many careers in the theatre field, such as directing, producing, acting, technical directing, etc. The second semester offers concentrated work in scene design and its history, development and styles; stage terminology, procedures in set design and its history, development, and styles; procedures in set design construction and erection; lighting, costuming and makeup. Career opportunities in the expanding entertainment media will be explored. Students will be required to participate in rehearsals and performances.

THEATRE II
In Theatre II, students will further develop skills and acting knowledge taught in Theatre I. All students will assume some part in major production, whether it is as stage crew, character, or lead. Techniques used in acting, staging, and all other phases of play production will be emphasized. Students will be required to participate in rehearsals and performances. **PREREQUISITE: Theatre I**

THEATRE III
Theatre III is an advanced acting class in which students will explore the more intricate aspects of acting including improvisation, character development, and various types of performance. Students will also be given information about professional acting and the entertainment business. Students will be required to participate in rehearsals and performances. **PREREQUISITE: Theatre II**

THEATRE IV
In Theatre IV, students will refine techniques in acting, directing, and historical perspectives of theatre literature. The purpose of this course is to refine communication through thoughtful performance and improving directing techniques through individual study, script analysis, and focused research. Students will be required to participate in rehearsals and performances. **PREREQUISITE: Theatre III**

TALENTED THEATRE I – IV & TALENTED INTRO TO FILM STUDIES
Students with the Talented Theatre exceptionality will receive services in a self-contained, Talented Art course each year by choosing the designated Talented Theatre course as an elective on the course registration form. Students should enroll and receive credit in the Talented Theatre courses in sequential order. These courses enable the talented student to further develop demonstrated theatrical skills, increase knowledge of the various aspects of theatre production, and grow as an actor. Students will be required to participate in performances to satisfy course requirements. **PREREQUISITES: Talented Theatre exceptionality; Gifted Coordinator Approval**

MUSIC ELECTIVES

Electives in this category meet the graduation requirement for Art.

BEGINNING CHOIR
Students will learn basic music theory, fundamentals of reading music, and vocal production, music listening and evaluation skills and music history. The course requires at least two night concerts and the purchase of a uniform and some after school rehearsals.

ADVANCED CHOIR
This is an advanced singing group. The course requires at least two night concerts and the purchase of a uniform and after school rehearsals. **PREREQUISITES: Beginning Choir or a minimum of one year of music study and vocal training; Teacher Approval.**

SMALL VOCAL ENSEMBLE
A Pop A Cappella group that performs for school and civic functions. The course requires participation in extracurricular activities and rehearsals after school hours. Students will be required to purchase a uniform. Additional expenses may be required for trips. **PREREQUISITES: Beginning Choir or a minimum of one year of music study and vocal training; Music Audition; Teacher Approval**

STUDIO PIANO I
This is an introductory level piano course that is open to students with no previous music experience. Students will learn music theory, music terminology and piano skills. This course requires the purchase of piano book and headphones. A Metronome is helpful but not required.

STUDIO PIANO II
This course is a continuation of Studio Piano I and requires the purchase of a piano book, headphones, and metronome. **PREREQUISITES: Studio Piano I**

STUDIO PIANO III
This course is an advanced piano class, and requires the purchase of various piano books, headphones (possible) and metronome. **PREREQUISITES: Studio Piano II, Teacher Recommendation**

STUDIO PIANO IV
This course is an advanced piano class, and requires the purchase of various piano books, headphones (possible) and metronome. **PREREQUISITES: Studio Piano III, Teacher Recommendation**

BEGINNING ORCHESTRA
This course is designed for the student who wishes to learn the basic skills to play stringed orchestral instruments (violin, viola, cello, and string bass). Students will learn how to read music and the basics of playing in a small ensemble. Participation in concerts is mandatory. Students will be required to purchase or rent a stringed instrument for this course.

INTERMEDIATE ORCHESTRA
This course is designed as a continuation of previous study of a stringed orchestral instrument (violin, viola, cello, and string bass). Students will learn the intermediate level of skills necessary to perform in a string orchestra. Participation in concerts is mandatory. Students will be required to purchase or rent a stringed instrument for this course. **PREREQUISITES: Beginning Orchestra or a minimum of one year studying a stringed instrument.**

ADVANCED ORCHESTRA
This course is designed for students who have participated in a string orchestra (or private lessons) for a minimum of two years. Students will master advanced skills such as shifting to higher positions and orchestral bowing techniques. Participation in concerts is mandatory. Students will be required to purchase or rent a stringed instrument for this course. **PREREQUISITES: Intermediate Orchestra or a minimum of 2 years studying a stringed instrument; Teacher Approval.**

BEGINNING BAND
Beginning Band is open to students who are interested in learning how to play a band instrument or who need refinement of skills before taking Advanced Band. Students will be required to purchase or rent an instrument for use in this class.

ADVANCED BAND—WOODWINDS/BRASS
Advanced Band-Woodwinds/Brass is open to any student with previous training on a wind instrument (woodwind or brass). The class will focus on advanced sound production, rhythms, and overall musicianship. All students in this class are required to participate in the course for the entire school year. After school practices/performances may be required. There are also mandatory practices two weeks prior to the start of the school year. Students will be required to purchase or rent an instrument for use in this class. **PREREQUISITES: Beginning Band or a minimum of one year of instrumental training; Teacher Approval**

ADVANCED BAND—PERCUSSION
Advanced Band-Percussion is open to any student with previous training on a percussion instrument. The class will focus on advanced sound production, rhythms, and overall musicianship. All students in this class are required to participate in the course for the entire school year. After school practices/performances may be required. There are also mandatory practices two weeks prior to the start of the school year. Students will be required to purchase or rent an instrument for use in this class. **PREREQUISITES: Beginning Band or a minimum of one year of instrumental training; Teacher Approval.**

JAZZ ENSEMBLE / ADVANCED JAZZ ENSEMBLE
Jazz Ensemble and Advanced Jazz Ensemble are open to any student with previous training on an instrument utilized in the production of jazz music. The jazz ensemble performs some of the most challenging music at the school. The rhythm section will consist of piano, bass, drums, and guitar (only one of each). All students in this class are required to participate in after school rehearsals and group performances. Students will be required to purchase or rent an instrument for use in this class. **PREREQUISITES: Advanced Band or a minimum of two years of instrumental/vocal training; Music Audition; Teacher Approval**

GUITAR I
This class is open to all students with an interest in learning to play the acoustic guitar. Students in this class will learn musical notation, basic tablature, tuning methods, chords, chord progressions, etc. Students will be required to purchase or rent an acoustic guitar for use in this course. Students must have their instruments and books in class every day and regularly practice music outside of class.

GUITAR II
This class is open to students who have 1 or more years of experience playing acoustic guitar. Students in this class will continue skills learned in Guitar 1 including reading notation, tuning, tablature, and chords. In addition, they will explore new skills such as fingerpicking, barre chords, jazz voicings, and improvisation. Students will be required to provide their own acoustic guitar for use in this course. Students must have their instruments in class every day and regularly practice music outside of class time. **PREREQUISITES: Guitar I**

MUSIC THEORY I
Music Theory is an introductory level music course. Students will develop an awareness of the characteristics of musical sound; define organized aspects of musical sound (pitch, rhythm, tempo, etc.); and develop an understanding of symbols and terms in musical notation. Areas of focus will include analysis and interpretation of the elements of music theory, dialogue about music, experimentation with music and reflective writing about music.

TALENTED MUSIC
Members of the Talented Music ensemble will receive resource services weekly for their area of talent. These students must be enrolled in one or more music course to receive Talented Music services. Students will select a music course that is appropriate for their talent area (i.e. vocal, instrumental, etc.). Talented Music services enable the talented student to further develop demonstrated musical skills, increase knowledge of the various aspects of music production, and grow as a musician. **PREREQUISITES: Talented Music exceptionality; Gifted Site Coordinator Approval**

STEM ELECTIVES

Science, Technology, Engineering & Math

INTRODUCTION TO COMPUTATIONAL THINKING (LSU PARTNERSHIP)
This course will introduce coding as the means to express and communicate STEM ideas and to interact with computing devices. Students will be presented with problems arising from science, engineering, and mathematics for which simple computational solutions are easily available. These ideas will be illustrated using games, where the Pythagorean Theorem is the basis of collision detection, and the equations of motion are the basis of realistic behavior. This course will build upon concepts from Algebra I, which will be visualized and put into practice in numerous hands-on projects. If this course is offered as part of a magnet pathway, it will include thematic integration and may contain additional requirements based on the program. **REQUIRED FOR FRESHMEN**

INTRO TO ENGINEERING
This course is designed to introduce the profession, ethics, and diversity of the field of engineering to students. The course will allow students to explore the 10 primary concentrations within engineering by listening to guest speaker lectures, working on an interactive project with a team, and presenting the results of their project to the class. Specifically, this course will emphasize that the engineer is a team worker who needs strong skills in technical problem solving, engineering design, ethical decision making, and communicating to diverse audiences.

DE INTRO TO ENGINEERING
This course is an introduction to engineering history, disciplines and principles of design. The course will assist students in deciding which of the majors within LSU's College of Engineering is best for them. Major elements of this course include: the profession of engineering, its history, ethics and responsibilities; team working on group assigned projects to cover the engineering majors; and communicating eloquently through verbal, visual, and written means. Students should have a good understanding of computer science principles and strong math skills. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school grades at the same time for each course.*** **PREREQUISITES: Enrollment or credit in Algebra I; GPA of 2.5 or above; Parental Consent; Dual Enrollment Coordinator Approval.**

INTRO TO ROBOTICS (LSU PARTNERSHIP)
This beginning robotics course uses VEX EDR Robotics parts and RobotC software to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of robots to accomplish various tasks. Students will work in teams to design, build, program and document their progress. Topics may include motor speed, gear ratios, torque, sensors, program loops, project documentation and decision-making. **PREREQUISITES: Intro to Engineering; Teacher Approval**

PRINCIPLES OF ENGINEERING (LSU PARTNERSHIP)
The primary intent of the course as an elective is to allow students to experience a more in depth understanding of the 10 primary engineering disciplines that they were exposed to in the Introduction to Engineering course. Students will spend approximately 3 weeks exploring each discipline through concept lectures and hands-on projects. Through these lectures and projects students will learn concepts such as electrical circuitry, computer programming on Arduino's, Rube Goldberg machines, basic 3D modeling, and pneumatics/hydraulics. Students will be assessed using projects, quizzes, and exam as well as a final project. **PREREQUISITES: ENGR 1050 Intro to Engineering (earned grade C or higher), 2.5 CUM GPA, C or higher in Algebra I**

CIW INTERNET BUSINESS
First semester students study HTML language to design, develop, maintain, and publish Web pages on the World Wide Web. Dreamweaver software for web design will be integrated into the lessons. In the second semester, students will learn desktop publication techniques using Fireworks, Flask, and Freehand to integrate into Web desktop applications. Each student will create and publish a personal electronic portfolio. If this course is offered as part of a magnet pathway, it will include thematic integration and may contain additional requirements based on the program.

BUSINESS COMPUTER APPLICATIONS
This course is designed to provide students with basic principles associated with information processing. Students study fundamental computer concepts, software applications, and computer systems. Topics of study include computer concepts, word processing, spreadsheets, databases, and presentation software applications that will increase in difficulty in the second semester. The student will participate in job training for entry-level employment in computer information processing and/or for advanced study at the post-secondary level. Industry-based certification exams, Microsoft Certified Application Specialist (MCAS), may be available to some students based upon skill level, knowledge and available funding. **PREREQUISITES: Intro to Business Computer Applications**

CYBERSECURITY (LSU PARTNERSHIP)
This is a full-year course for students in 10th grade and above. It is designed to foster interest in Information Technology and networking careers. Through hands-on projects, students learn to install and administer operating systems, to have computers communicate with each other and to detect and repair vulnerabilities in systems and networks. This course also covers connections of computing and society, including ethics, security and privacy in on-line communication. ***Note: Students taking this course are required to take the CompTIA ETF+ and CompTIA A+ certification exams.***

INTRO TO REMOTE CONTROLLED VEHICLE TECHNOLOGIES

In order to fly a drone for commercial purposes, under the FAA's Small UAS Rule (Part 107), a Remote Pilot Certificate from the FAA must be obtained. This certificate demonstrates the understanding of regulations, operating requirements, and procedures for safely flying drones. As part of the engineering and technology branches, students will understand the working components of the machines and better appreciate each function that makes up the machine. Drones allow students to visualize their coding process and use programming to solve real-world challenges. The student pilot will master basic flight proficiency with a strong command of the UAS landscape, the aircraft's hardware and software and the ability to identify obstacles to the flight plan. ***Note FAA Requires: At least 16 years old, able to read, write, speak, and understand English. Be in a physical and mental condition to safely fly a UAS (EBR PHYSICAL ATHLETIC FORM).*** **PREREQUISITES: Junior or Senior only and 2.5 or higher CUM GPA * Completed the following courses with a C or better: Algebra I, Algebra II, and Intro to Engineering, Intro to Computational Thinking or AP Computer Science, and *Physical Science, Environmental Science, or Physics (can be currently enrolled).**

COMPARATIVE ANATOMY & PHYSIOLOGY (LSU PARTNERSHIP)

The Comparative Anatomy and Physiology course engages students in rigorous study of the body's physiological systems and then compares these systems across many species in the animal kingdom (both vertebrates and invertebrates). Course assignments range from formal assessments to hands-on dissections and labs. Additionally, this course places an emphasis on public speaking through scientific presentations and independent research to enhance scientific reading and writing skills. Students will also learn to read and interpret published scientific articles to examine evolutionary relationships between species, making connections that will be built on in later bioinformatics studies.

DATA MANIPULATION & ANALYSIS (LSU PARTNERSHIP)

The Data Manipulation and Analysis course introduces students to the emerging field of Data Science. Instructional units cover the standard practices for effective data manipulation, analysis, and interpretation as well as necessary concepts in the three disciplines involved (mathematics, statistics, and computing.) Numerous examples of typical scenarios are provided. The emphasis on this course is in the application of the concepts rather than the theory. In the second semester, students will work in teams on large projects in which they will use programming to analyze large datasets and create models. The students will summarize their findings for each project in a written report and will also present them orally. **PREREQUISITES: a prior programming course**

INTRODUCTION TO BIOMEDICAL SCIENCES (LSU PARTNERSHIP)

The Intro to Biomedical Sciences course is a modular course that covers a large variety of fields in biomedicine. Each module is designed to take two to three weeks and provide students with opportunities to develop their public speaking and science literacy skills, as well as learn how to cooperate in a group efficiently and professionally. Topics include but are not limited to sports medicine, pharmacology, psychology, nutrition, veterinary medicine, bioinstrumentation, biomedical engineering, forensic anthropology, parasitology, and speech pathology. Modules can be selected based on student interest, availability of potential guest speakers, or timing of field trips.

VOCATIONAL ELECTIVES

AGRICULTURE ELECTIVES

AGRISCIENCE I

Agriscience I provides students with basic knowledge of agriculture and the science applications in agriculture. This course includes units in animal science, soil science, plant science, agricultural mechanics, food science technology, and agricultural leadership. Supervised agricultural experience programs and the FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. Students will be given the opportunity to complete the requirements for S/P2 Automotive Service Safety Certification and S/P2 Automotive Service Pollution Prevention Certification.

AGRISCIENCE II

Agriscience II is a continuation of Agriscience I. Supervised agricultural experience programs and the FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. Students will be given the opportunity to complete the requirements for S/P2 Automotive Service Safety Certification and S/P2 Automotive Service Pollution Prevention Certification. **PREREQUISITE: Agriscience I and Teacher Approval**

CARPENTRY I

Carpentry I focuses on Basic Safety; Introduction to Construction Math; Introduction to Hand Tools; Introduction to Power Tools; Introduction to Blueprints; Basic Rigging; Basic Communication Skills; and Basic Employability Skills. Carpentry Fundamentals Level One include: Orientation to the trade; Building Materials, Fasteners, and Adhesives; Hand and Power Tools; Reading Plans, and Elevations; Floor Systems; Wall and Ceiling Framing; Roof Framing; Introduction to Concrete; Reinforcing materials, and forms; windows and exterior doors; and Basic Stair Layout.

NCCER ELECTRICAL I

The purpose of this course is for students to learn the skills necessary to successfully complete the requirements of the NCCER Level 1 Electrical Certification (Residential). Students will learn the following basic skills: electrical safety; reading and interpreting wiring plans; installing wiring boxes and outlets; connecting switches and circuits; installing ground fault circuit interrupters, installing electrical metallic tubing EMT, wiring houses built by carpentry class on school grounds; designing and installing basic motor control systems; learning methods, procedures and conclusions to trouble shoot electrical systems; and/or studying license code requirements.

NCCER ELECTRICAL II

The purpose of this course is for students to learn the skills necessary to successfully complete the requirements of the NCCER Level 2 Electrical Certification (Commercial). Students will learn skills related to the following topics: alternating current; motors; electric lighting; conduit bending, pull and junction boxes; conductor installations; cable tray; conductor terminations and splices; grounding and bonding; circuit breakers and fuses; and/or control systems and fundamental concepts. **PREREQUISITE: A grade of C or higher in NCCER Electrical I and Teacher Approval**

BUSINESS / MARKETING ELECTIVES

ACCOUNTING I

This course is designed to introduce students to basic accounting theory and procedures along with current application of computer technology in accounting. Emphasis is placed on the mastery of basic accounting concepts and procedures. Mathematical, critical thinking, problem solving, decision-making, and technology skills are reinforced.

ACCOUNTING II

This course is designed to reinforce skills learned in basic accounting theory. Advanced instruction is given in journalizing, posting, preparation of payroll, taxes and business forecasting. Emphasis is placed on the incorporation of an advanced, automated accounting software system and a computer-based simulation. Mathematical, critical-thinking, problem-solving, decision-making, technology, and team-building skills are reinforced in this course. **PREREQUISITE: Accounting I and Teacher Approval.**

PRINCIPLES OF BUSINESS

This course is an introductory course that provides students with basic business operations skills that can be applied in both personal and professional situations. Emphasis is placed on the exploration and description of basic business concepts and applications. Through business application projects, critical-thinking, oral and written communication skills are reinforced in this course. Work-based learning strategies appropriate for this course are job shadowing and field trips. Simulations, projects, teamwork, and leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

ENTREPRENEURSHIP (BUSINESS)

Entrepreneurship is a class designed to provide students with skills needed to effectively organize, develop, create, and manage a business. This course includes business management and entrepreneurship, communication and interpersonal skills, economics, and professional development foundations. Instructional strategies may include the development of a business plan, a school-based enterprise, computer and technology applications, real and simulated occupational experiences or projects related to business ownership. Career interest will be explored as it relates to owner versus employee interaction. The LDOE and BRAC sponsored Micro-Enterprise Industry-Based certification will be offered in this class.

VIRTUAL WORKPLACE EXPERIENCE II

Virtual Workplace Experience is a class that will allow students to have hands-on and virtual work experiences while earning high school credit. This course is focused on teaching high school students about the array of high-wage, high-demand career sectors across the state of Louisiana. This course enables students to interact with workplace experts online, create a resume, participate in mock job interviews, and engage with workplace experts around the country. By completing the course, students will grow in both personal and professional responsibility, while developing critical workplace success skills. **PREREQUISITES: Teacher Approval**

CTE INTERNSHIP I & II

CTE (Career & Technical Education) Internship is a course designed to provide students an opportunity to apply learned skills in the workplace. Paid or non-paid internships are provided in the student's related field of study. The student has the opportunity to explore a single potential career or a combination of careers they may be considering. Emphasis will be placed on developing interpersonal skills, work ethic, relevant skills of the workplace, and an understanding of the selected career field of study. Oral and written communication skills are reinforced in this course as the students complete their workplace experience. Opportunities for application of clinical and leadership skills are provided by participation in an appropriate career and technical student organization through activities, conferences, and skills competitions. **PREREQUISITE: Teacher Approval.**

CAREER EXPLORATION / PREPARATION ELECTIVES

COLLEGE SUCCESS

Students will participate in college and career exploration activities that allow students to connect academic success with short-term and long-term post-secondary goals. The course incorporates elements of the college search process, directed writing activities, application organization, and application essays. Students will participate in PSAT and/or ACT preparation to promote achievement of the highest possible scores. Students will engage in personal finance activities, career research, and resume/portfolio development. **REQUIRED FOR GIFTED & GREAT SCHOLARS STUDENTS IN GRADE 11.**

ESL I - IV

ESL courses are designed as introductory courses to increase students' ability to master English language acquisition skills. Students work on increasing vocabulary skills, improving reading comprehension as well as basic writing skills. Emphasis is made on acquiring necessary academic skills to function in an English-speaking environment and succeed academically. *This course is designed for students with minimal years in the US (less than 3 years) or SIFE students (SIFE-students with significant interruption in education). Maximum amount of time allowed in ESL electives courses is 3 years.

DE FOUNDATIONS OF EDUCATION (LSU)

The DE Foundations of Education course (EDCI 2030 Teaching, Schooling, and Society) introduces students to education, the teaching profession, and topics related to the history and philosophy of education with a focus on teaching in early childhood and elementary schools. The course covers topics including the classroom community, curriculum and standards, individual student needs, ethical and legal issues, and technology. In addition, students will explore social, economic, and cultural aspects of schooling, teaching, and learning. The course gives students an opportunity to engage in reflective exercises about what it means to be both a teacher and a student in our multicultural society. Students will have weekly experiences in local early childhood and elementary classrooms where they will observe and gain experience working with children. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school grades at the same time for each course.*** **PREREQUISITES: University Admissions Standards, Minimum Standardized Test Scores; 2.5 GPA or above; Teacher Recommendation; Parental Consent; and Dual Enrollment Coordinator Approval**

DE MULTICULTURAL LEARNING COMMUNITIES (LSU)

The DE Multicultural Learning Communities course (EDCI 2400) is designed to help educators examine how race, ethnicity, and culture influence students' experiences in school and to help implement a multicultural approach to teaching. This course provides educators with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom. The course will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our actions. This exploration will prepare practitioners for enlightened citizenship and effective teaching in a multicultural society. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school grades at the same time for each course.*** **PREREQUISITES: University Admissions Standards, Minimum Standardized Test Scores; 2.5 GPA or above; Teacher Recommendation; Parental Consent; and Dual Enrollment Coordinator Approval**

GIFTED COLLEGE AND CAREER CHOICES

This course is designed to give students an understanding of the various aspects of choosing a college and career, including applications, resumes, essays, and interviews. Students will explore various career pathways and utilize technological resources to identify universities and colleges that best match their interests and meet their individualized needs. Students will develop a personal college portfolio to better assist in the application and financial aid processes. Students will be required to research and create an original work product and presentation. Students will be required to attend a college fair and meet with college representatives throughout the school year. **REQUIRED FOR GIFTED STUDENTS IN GRADE 12.**

JOBS FOR AMERICA'S GRADUATES I

The JAG model consists of a comprehensive set of services designed to keep young people in school through graduation and improves their success rates in education and career through class competency-based instruction, project-based learning, trauma-informed and caring adults, advice and support, employer engagement, student-led leadership development and experience, job and post-secondary education placement services.

JOBS FOR AMERICA'S GRADUATES II

Jobs for America's Graduates II (JAG II) continues the support and services offered in JAG I. The JAG model consists of a comprehensive set of services designed to keep young people in school through graduation and improves their success rates in education and career through class competency-based instruction, project-based learning, trauma-informed and caring adults, advice and support, employer engagement, student-led leadership development and experience, job and post-secondary education placement services. **PRE-REQUISITES: Jobs for America's Graduates I (JAG I)**

NON-TRADITIONAL CREDIT (CREDIT RECOVERY)

The E2020 program is offered to students who need to repeat a course to meet graduation requirements. Students must be self-directed learners and work well with computer-based programs. The following courses are available: English I, II, III, & IV; Algebra I & II; Geometry; Financial Math; American History; World Geography; World History; Civics; Biology; Physical Science; Chemistry; and Environmental Science. **PREREQUISITES: Grade of F in one or more courses required for graduation; Counselor Approval.**

QUEST FOR SUCCESS

This course is a high school-level, career exploration course designed to prepare all Louisiana graduates for career and life success. Students will develop essential 21st century workforce skills, the ability to communicate, collaborate, and lead; explore new and exciting careers and industry sectors; and learn about themselves and their interests to successfully navigate high school, postsecondary education, and career pathways.

FAMILY AND CONSUMER SCIENCE ELECTIVES

FAMILY AND CONSUMER SCIENCE I

A comprehensive course which examines multiple life roles and responsibilities of individuals and family members. The focus is on the areas of personal and family living, wellness, nutrition and foods, financial management, living environments, appropriate child development practices, and transferring school skills to life and work. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course. Laboratory experiences are included.

FAMILY AND CONSUMER SCIENCE II

This course enhances the foundational skills introduced in Family and Consumer Science I. Personal and family living, wellness, nutrition and foods, financial management, living environments, child development practices, clothing and textiles, and employability skills are included. **PREREQUISITES: Family and Consumer Sciences I.**

CUSTOMER SERVICE

This course will prepare students for entry-level retail positions, concentrating on customer service through sales and service. The course stresses the concepts of teamwork, communication, customer service, and self-evaluation. Within the course students can attain a Customer Service Industry-Based Certification through the National Retail Federation's Customer Service credential. The Customer Service certification is designed to capture the core customer service duties for a broad range of entry-level through first-line supervisory positions across the sales and service industries. Students must be 15 years of age to take the certification examination.

GENERAL ART ELECTIVES

Note: GENERAL ART ELECTIVES DO NOT meet TOPS University Diploma Requirements for the area of Art.

MEDIA ARTS I (PREV. PRINCIPLES OF VISUAL DESIGN)

Media Arts I will introduce students to the fundamentals of visual design. Curriculum will cover creative processes and appreciation of methods of artistic expression through design projects and exercises. The instructor will introduce the tools, techniques, and concepts behind the creation and production of visual design. Students will apply these design techniques and concepts through best studio and design practices by utilizing traditional and digital tools. Technologies introduced will include operating systems, hardware, and software. Topics covered include: defining visual art and design, examining media and tools available for design production, design elements and principles, and opportunities for careers using design. ***This course is a prerequisite for Publications, Graphic Arts, and Multimedia Productions courses.***

GRAPHIC ARTS

The Graphic Arts course focuses on the procedures commonly used in the graphic communication and design industries. Students will gain experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic communications. Included in this course is the discussion of aesthetic decisions as they relate to image composition. Students will become familiar with what graphic design is as an art discipline and how digital citizenship is important to every designer, especially the concept of copyright and fair use. An emphasis on creative problem solving or "design thinking" will be established early so that students develop good habits with regards to research, sketching and idea development. There will be an Industry Based Certification on Adobe Illustrator at the end of the course. ***This course DOES NOT meet TOPS University Diploma Requirements for the area of Art.*** **PREREQUISITES: Principles of Visual Design or Media Arts I**

HEALTH SCIENCE ELECTIVES

SPORTS MEDICINE I & SPORTS MEDICINE II

Topics include introduction to sports medicine, emergency action plans, upper and lower body anatomy, injury evaluation, taping techniques, and CPR Certification. Students enrolled in this course will be required to stay after school to assist with medical coverage of Woodlawn's Varsity Athletics. Students and parents will be required to sign a memorandum of understanding explaining the expectations of the course. There is a required course fee is to cover class taping supplies and CPR/AED certification.

SPORTS MEDICINE III

Topics include advanced injury evaluation, use of therapeutic modalities, and rehabilitation techniques of the upper and lower body. Students requesting this course will be required to obtain an information packet and parents will attend an informational meeting prior to final acceptance into the class. Students enrolled in this course will be required to stay after school to assist with medical coverage of at least two of Woodlawn's Varsity Sports. Parents and students will be required to sign a memorandum of understanding explaining the expectations of the course. Students will be required to participate in fundraising activities to offset the cost of uniform supplies. Students will be required to purchase the uniform supplies if they choose not to participate in the fundraising activities. There is a required course fee to cover class supplies and CPR/AED certification. **PREREQUISITE: Sports Medicine I and II**

EMERGENCY MEDICAL RESPONDER

Emergency Medical Responder is an introductory course to enter the Emergency Medical Services System. Students will gain the knowledge and skills necessary to provide immediate lifesaving interventions while awaiting additional EMS resources to arrive. Students will develop the skills needed to provide assistance to higher-level personnel at the scene of emergencies and during transport. Under medical oversight, students will be trained to perform basic interventions with minimal equipment. Students will earn the following certifications or licenses: AHA BLS CPR, State of Louisiana License from the Board of Emergency Medical Services as an Emergency Medical Responder. The course fee will cover the cost of the CPR Certification card, expendable supplies, and enrollment in technology programs for the course. **PREREQUISITES: 17 Years Old; GPA of 1.85 or above; Parental Consent**

MEDICAL TERMINOLOGY DE & INTRODUCTION TO HEALTH OCCUPATIONS DE (FRAN U)

Medical Terminology will focus on the study of vocabulary for medical terms related to the human body systems. The terms will include root words, prefixes, suffixes, words formed by root words, words not formed by root words, words related to diseases, diagnostic and surgical procedures. Students will study types of medical charting and interpretation of medical charts for patient care. Introduction to Health Occupations will introduce students to various medical professions and the expectations and requirements associated with each profession. Field experiences are incorporated into classroom instruction in order for students to gain first-hand insight into the varying medical fields. There is a course fee to cover the cost of access to electronic programs related to learning activities. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school grades at the same time for each course.*** **PREREQUISITES: University Admissions Standards, Minimum Standardized Test Scores; 2.5 GPA or above; Teacher Recommendation; Parental Consent; and Dual Enrollment Coordinator Approval**

JOURNALISM ELECTIVES

PUBLICATIONS I (YEARBOOK)

This course will include instruction in the basics of design elements and principles as it applies to commercial design. Training in the basics of media software includes (but is not limited to): Adobe PhotoShop and online graphic publication. The students in this class will publish *The Echo*, the school's yearbook. Students must meet the minimum requirements of not being tardy, meeting deadlines, and attending after school events for yearbook purposes, as well as applying and creating design layouts. **PREREQUISITE: B average or above in English courses; credit for Principles of Visual Design.**

PUBLICATIONS II (YEARBOOK)

This course will include instruction in more advanced design elements and principles as it applies to commercial design. Students will continue use of media software, including (but not limited to): Adobe PhotoShop and online graphic publication. The students in this class will serve as editors and publish *The Echo*, the school's yearbook. Students must meet the minimum requirements of not being tardy, meeting deadlines, and attending after school events for yearbook purposes, as well as applying and creating design layouts. **PREREQUISITE: Publications I (Yearbook); Teacher Approval.**

DE SPEECH I (BRCC)

DE Speech (Fundamentals of Communication) develops an awareness and appreciation of the history and traditions of speech communication as a field of academic study. The course introduces different components of communication including listening, language, nonverbal, and communicating in relationships. Includes fundamental codes, functions, and processes of oral communication and public speaking assignments. *Course descriptions and offerings may vary based on the enrolled institution.* ***Note: Students will earn both university and high school grades at the same time for each course.*** **Dual Enrollment Coordinator Approval**

PROSTART ELECTIVES

FOOD SCIENCE I

This course is designed to provide students with basic nutrition and wellness knowledge and basic food preparation skills. Emphasis is placed on food preparation, kitchen and meal management, and the relationship of diet to health. Students will address more complex concepts in nutrition and food preparation, with emphasis on social, psychological, and cultural influences on food choices. Topics include nutrition and wellness for individuals and families across the life span; impact of technology on nutrition, foods, and related tools and equipment; management of food-related resources; acquiring, organizing, and evaluating food information about foods and nutrition; and exploration of careers in all aspects of the food industry. Laboratory experiences are included. **This course is a prerequisite for all ProStart courses.**

PROSTART I

This course is the first of three courses focused on preparing students for careers in the foodservice/hospitality industry. Emphasis is on obtaining skills for the industry-based certification and preparation for internships in the industry. This course utilizes the ProStart I text and curriculum developed by the National Restaurant Association's Educational Foundation. Topics include skills necessary for a career in the hospitality industry, organization and management, professionalism, use of commercial equipment, proper sanitation and safety for industry, and essential math. Laboratory experiences are included. **PREREQUISITE: Food Science I**

PROSTART II & III

This course is the second and third of three courses that prepare students for careers in the foodservice/hospitality industry. Emphasis is on obtaining skills for the industry-based certification and preparation for internships in the industry. This course utilizes the ProStart II text and curriculum developed by the National Restaurant Association's Educational Foundation. Students who complete a 400-hour paid internship and meet the testing requirements of the National Restaurant Association will receive national ProStart certification. Topics of study include career preparation, history of the industry, lodging, tourism, the art of service, marketing, purchasing and inventory control, as well as advanced planning and food preparation techniques. **PREREQUISITE: Teacher Approval; Students must earn credit in ProStart I to enroll in ProStart II. Students must have credit in ProStart II for ProStart III.**

SOCIAL STUDIES ELECTIVES

LAW STUDIES

This course seeks to develop in students the knowledge and skills necessary to live in our law-saturated society. The course emphasizes the following topics: a practical understanding of law and the legal system; understanding of the fundamental values and principles underlying our constitutional system; awareness of current issues and controversies relating to law and the legal system; critical thinking reasoning, communication, observation, and problem-solving skills. **Note: This course does not meet TOPS University Diploma Requirements for the area of Social Studies.**

AFRICAN AMERICAN STUDIES

The major purpose of this course is to develop an understanding of the role and contributions of African Americans to the growth and development of the United States. This course is structured to trace African American history from the African ways of life through the transformation of arriving in America and on to the present.The course offers opportunities to examine the historical significance of African Americans from African Origins through present times.

YOUTH SERVING YOUTH

AIDE REQUIREMENTS: GPA of 3.0 or higher, No discipline history, Principal Approval
Students can only be assigned to an aide position for a total of one (1) period.

SCHOOL COUNSELOR AIDE
Students may elect to work in the Counseling Office and with school counselors. Students will learn basic customer service skills and perform office duties to assist the school personnel. *Non-credit class*

LIBRARY AIDE
Students may elect to work in the Library to learn the role of the library, its organization and services, and an ability to use library resources. Students learn basic literary operations, procedures, and services. *Non-credit class*

OFFICE AIDE
Students may elect to work in the Attendance Office or Front Office. Students will learn basic customer service skills and perform office duties to assist the school personnel. (Non-credit class)

EXCEPTIONAL STUDENT SERVICES

NOTE: All ESS courses are scheduled according to the IEP and require ESS Approval

STUDY SKILLS I, II, III, IV
All Study Skills classes are designed only for students who have a current IEP and to address their goals and objectives on their IEP. One credit per year. **PREREQUISITES: ESS Approval**

RESOURCE ASSISTANCE
These classes are designed for students who have a current IEP and need extra help in the areas of math, English, science, and social studies. **These students are addressing a high school diploma. (Non-credit class) PREREQUISITES: ESS Approval**

COMMUNITY-BASED INSTRUCTION
This class is a community based ESS course based on daily living, independent, functional and vocational skills. Academic skills are based on each student's IEP. (Non-credit class) **PREREQUISITES: ESS Approval**

AUTISTIC E.S.S.
Scheduled according to the student's IEP. (Non-credit class) **PREREQUISITES:** ESS Approval

APPLIED ENGLISH LANGUAGE ARTS I-IV
Experience grade level and age appropriate literature materials including poems, biographies, chapter books, fiction and non-fiction works that are adapted on the students reading level. Initiate and participate in grade and age-appropriate discussion on diverse topics to express an opinion, share ideas and information, and ask and respond to questions relevant to the topic. ***Note: This course is for self contained students only.***

APPLIED MATH I-IV
Instruction related to the development of basic mathematical concepts including addition, subtraction, comparing quantities, money, time and using measurements required in daily living activities. ***Note: This course is for self contained students only.***

APPLIED SCIENCE I-IV
Instruction related to functional science activities, including identification of objects, comparison of the physical properties and attributes of objects, knowledge of basic weather, and the understanding of plants, animals, body parts, and senses. ***Note: This course is for self contained students only.***

APPLIED SOCIAL STUDIES I-IV
Instruction provided on skills and concepts related to events, people and themes in the community and in history. Instruction includes social relationship awareness,solving conflicts, and identifying and discussing rights and responsibilities. ***Note: This course is for self contained students only.***

APPLIED COMMUNICATION
Instruction incorporates the use of augmentative or assistive technology supports the context of authentic interactions Instruction which incorporates enhancements for both expressive and receptive communication needs of the student. ***Note: This course is for self contained students only.***

APPLIED ELECTIVE
Instruction provided on skills and concepts related to the Course. The course content reflects significant modification of the curriculum to meet the individual needs of the student. ***Note: This course is for self contained students only.***

TRANSITION: FOUNDATIONAL EMPLOYMENT SKILLS
This course is designed to introduce students to the transition services planning process. ***NOTE: Must be taken before or in conjunction with other transition courses for students on the LAA 1 pathway to a HS Diploma Alternate Assessment JumpStart.This course is for self contained students only.***

TRANSITION: EMPLOYMENT SAMPLING
This course is designed to introduce students to a variety of occupations aligned with the 16 National Career Cluster Pathways. ***Note: This course is for self contained students only.***

TRANSITION: EMPLOYMENT
This course is designed to allow students to apply the skills obtained in Employment Sampling on actual job sites. ***Note: This course is for self contained students only.***

TRANSITION: EDUCATION/TRAINING
This course is designed to address skills that prepare students to actively explore postsecondary education options. ***Note: This course is for self contained students only.***

TRANSITION: INDEPENDENT LIVING
This course is designed to address those skills or tasks that contribute to successful independent functioning in adulthood. ***Note: This course is for self contained students only.***

ADAPTIVE PHYSICAL EDUCATION I, II, III, AND IV
Physical Education classes for eligible students.

WOODLAWN HIGH SCHOOL

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Baton Rouge, Louisiana 70817

Office: (225) 753-1200 ◊ Fax: (225) 751-9269

Guidance Office: (225) 753-2665 ◊ Guidance Fax: (225) 752-7175

www.WoodlawnHighBR.org

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Please note that the specific requirements/policies listed in this course directory are subject to change if deemed necessary by the board or organization governing the policies contained within. (4/17/2015)

East Baton Rouge Parish School System is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, gender, age or qualified disability.