

**Dunwoody High School**  
**2024-2025 Rising 12<sup>th</sup> Grade Course Request Form**  
**All Forms are Due by Friday, January 5, 2024**

Parents: Please complete the top of this form.

Student Name \_\_\_\_\_ Student Number \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*\*\*All Dual Enrollment courses require an application to Georgia State University\*\*\***

**1. Required English:**

British Literature  
\_\_\_\_\_ College Prep      \_\_\_\_\_ Accelerated/Gifted      \_\_\_\_\_ Co-Taught

Multicultural Literature  
\_\_\_\_\_ College Prep      \_\_\_\_\_ Accelerated/Gifted      \_\_\_\_\_ Co-Taught  
\_\_\_\_\_ Advanced Placement Literature      \_\_\_\_\_ Dual Enrollment English \*\*\*

**2. Required Math:**

Precalculus: Concepts and Connections: \_\_\_\_\_ College Prep      \_\_\_\_\_ Co-Taught

Advanced Math Decision Making: \_\_\_\_\_ College Prep      \_\_\_\_\_ Co-Taught

\_\_\_\_\_ Calculus (**Prerequisite – Precalculus: Concepts and Connections OR AP Precalculus**)

AP Calculus (**Prerequisite – AP Precalculus**)

\_\_\_\_\_ AP Calculus AB (either semester)  
\_\_\_\_\_ AP Calculus AB (Fall Semester) **AND** AP Calculus BC (Spring Semester)  
\_\_\_\_\_ AP Statistics      \_\_\_\_\_ Dual Enrollment Math \*\*\*

**3. Required Science:**

\_\_\_\_\_ Oceanography      \_\_\_\_\_ Oceanography Co-Taught

\_\_\_\_\_ Chemistry      \_\_\_\_\_ Chemistry Co-Taught

\_\_\_\_\_ Forensics      \_\_\_\_\_ Human Anatomy

\_\_\_\_\_ AP Environmental Science      \_\_\_\_\_ AP Biology

\_\_\_\_\_ AP Computer Science      \_\_\_\_\_ Dual Enrollment Science \*\*\*

**4. Required Social Studies:**

\_\_\_\_\_ Economics/Financial Literacy      \_\_\_\_\_ Economics/Financial Literacy Co-Taught

\_\_\_\_\_ AP Macroeconomics      \_\_\_\_\_ Dual Enrollment Economics (Macro, Micro, or Global) \*\*\*

**Course Levels**

**College Prep**

All classes at DHS are taught at a college preparatory level.

**Accelerated / Gifted**

This is for students who want a more rigorous class and are extremely strong in the subject area.

**Co-Taught**

This is for students who have an IEP.

**ESOL**

Courses for English Language Learners

**Advanced Placement**

The curriculum is college level and developed by the CollegeBoard.

Please number your request in order - 1<sup>st</sup> choice, 2<sup>nd</sup> choice, 3<sup>rd</sup> choice, 4<sup>th</sup> choice, 5<sup>th</sup> choice, and 6<sup>th</sup> choice. Your 5<sup>th</sup> and 6<sup>th</sup> choice will be your alternate choices in case of conflicts in your schedule.

**5. World Languages:**

- |                           |                              |                                      |
|---------------------------|------------------------------|--------------------------------------|
| _____ Spanish I           | _____ Spanish I (Co-Taught)  | _____ Spanish for Native Speakers I  |
| _____ Spanish II          | _____ Spanish II (Co-Taught) | _____ Spanish for Native Speakers II |
| _____ Spanish III         | _____ Spanish IV             | _____ Spanish V                      |
| _____ AP Spanish Language | _____ AP Spanish Literature  | _____ Spanish VII                    |
| _____ French I            | _____ French II              | _____ French III                     |
| _____ French IV           | _____ French V               | _____ AP French Language             |
| _____ Latin I             | _____ Latin II               | _____ Latin III                      |
| _____ Latin IV            | _____ Latin V                | _____ AP Latin                       |
| _____ German I            | _____ German II              | _____ German III                     |
| _____ German IV           | _____ German V               |                                      |

**6. Humanities Pathway Courses:**

- |  |  |                                   |
|--|--|-----------------------------------|
| _____ Visual Arts                          | _____ AP Art ( <b>requires approval from Ms. Zimmerman</b> )       |                                   |
| _____ Band                                 | _____ Chorus   | _____ Orchestra                   |
| _____ AP Music Theory                      | _____ Beginning Guitar Technique                                   |                                   |
| _____ Drama                                | _____ Technical Theater  | _____ Speech Forensics            |
| _____ Dramatic Writing                     | _____ Writer's Workshop  | _____ AP African American Studies |
| _____ AP European History                  | _____ AP Human Geography   | _____ AP Psychology               |
| _____ AP Government and Politics of the US |  | _____ AP Comparative Government   |
| _____ Journalism / Yearbook                | <b>(2 Semesters – application process, see Mr. Rye in RM 2102)</b> |                                   |

**7. CTAE (Career, Technical & Agricultural Education) Pathway Courses:**

- |  |  |
|--|--|
| _____ Air Force JROTC Pathway  | _____ Audio, Video, Technology & Film Pathway    |
| _____ Computer Science / Programming Pathways  | _____ Early Childhood Care and Education Pathway |
| _____ Engineering and Technology Pathway   | _____ Nutrition and Food Science Pathway         |
| _____ Interior, Fashion, and Textiles Pathway  | _____ Introduction to Healthcare Science         |
| _____ Essentials of Healthcare (2 <sup>nd</sup> Health Science Pathway course - application process, see Ms. Keiser in RM 1106)    |  |
| _____ Allied Health and Medicine and Medical Services Internship<br>(2 Semesters – application process, see Ms. Keiser in RM 1106) |  |
| _____ DeKalb High School of Technology North at Cross Keys High School (see counselor if interested)                               |  |
| _____ Work-Based Learning (see counselor if interested)  |  |
| _____ Finance Academy (Marketing & Entrepreneurship and Marketing Management, 2 Semesters – returning students)                    |  |

**8. Additional Electives:**

- |  |                             |                                      |
|--|-----------------------------|--------------------------------------|
| _____ PE I   | _____ Physical Conditioning | _____ Exercise/Weight Control (Yoga) |
| _____ Study Skills – Individualized Education Program (IEP) Required |                             |                                      |

## Elective Foundation Course Descriptions

**Intermediate Band** - Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills.

**Beginning Chorus** - Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

**Drama I** - This course serves as prerequisite for other theater/drama courses. Develops and applies performance skills through access to basic vocal, physical, and emotional exercises; includes improvisation and scene study and related technical art forms.

**Orchestra I** - Provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

**Visual Arts I** - Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.

**AEROSPACE SCI. LEAD 100: Aerospace Science: A Journey into Aviation History and Leadership I** - This is the recommended first AS course for all new cadets. It is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials. Many of the 72 hours dedicated to leadership studies relate directly to the academic subject matter. The LE-100 textbook introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship.

**Foundations of Interior Design** - This course introduces the student to the basic fundamentals of design and the interior design profession. The skills taught throughout the course will allow the student to investigate and explore the various careers within the aspects of interior design. Students will gain knowledge of the history of interior furnishings. Basic mathematics, English language arts and science skills will be incorporated throughout the curriculum. Individual work, teamwork and presentation skills will also be incorporated into the curriculum.

## Elective Course Descriptions

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

**Early Childhood Education I** – This course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The prerequisite for this course is advisor approval.

**Introduction to Digital Technology** - The foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical, and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world. Introduction to Digital Technology is a course that is appropriate for all high school students.

**Foundations of Engineering and Technology** – This is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project-based activities while using an engineering design process to successfully master the “E” in STEM.

**Engineering Concepts** – This is second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment. The prerequisite for this course is Foundations of Engineering and Technology.