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| Buford High School Course Descriptions |
| MultiCultural Lit/Comp(9th) | In accordance with the Georgia Performance Standards and the Core Curriculum (CCGPS) Standards, Multicultural Literature integrates writing, grammar, literature, research, listening, speaking, collaborating, and critical thinking skills. Throughout the course, students will develop writing skills that are critical for success in all academic areas. This course is designed to give students the fundamentals necessary to achieve success in grammar and mechanics, sentence structure, paragraphs and writing. We will utilize Greek and Latin root words in vocabulary units, and will frequently practice EOCT-style reading passages with questions, reading comprehension, and test-taking skills. This course will include a wide variety of texts: fiction and non-fiction, poetry and research material. Students will incorporate various elements of literature as they analyze texts and make connections between reading content and their own lives.  |
| Ninth Grade Lit/Comp(9th or 10th) | In accordance with the Georgia Performance Standards and the Core Curriculum (CCGPS) Standards, Ninth Grade Language Arts integrates writing, grammar, literature, research, listening, speaking, collaborating, and critical thinking skills. Throughout the course, students will develop writing skills that are critical for success in all academic areas. Students will practice all steps of the writing process in various settings, including informal and formal assessments. Students will participate in timed-writing activities, and be taught how to organize information and address a prompt quickly. They will master MLA Format, as well as other research-related skills. The Ninth Grade English Language Arts curriculum includes a wide array of reading texts: fiction, non-fiction, poetry, and research materials. Students will incorporate various elements of literature as they analyze texts and make connections between reading content and their everyday lives. This course culminates with the Ninth Grade Language Arts Milestone, which will be administered in May. |
| World Lit/Comp(10th) | World Literature is designed to comply with the Common Core Georgia Performance Standards (CCGPS) for 10th Grade Language Arts in which the students will read and analyze important works from cultures throughout the world. 10th Grade Language Arts also focuses heavily on improving writing skills. Students will regularly progress through the stages of the writing process as they learn to produce coherent, focused texts that present a clear argument to a specific audience. |
| American Lit/Comp (11th) | Students will read, discuss, and analyze works beginning with early forms of communication and continuing through the literature of the post-Modern period. In addition to literary study, vocabulary, writing, grammar and usage, speaking, listening, and critical thinking are essential components of the course. Course activities will also attempt to prepare students for the following standardized tests: the Georgia High School Graduation Writing Test, the PSAT, the American Literature End-of-Course Test, and the SAT. Teachers of American Literature and US History will also collaborate to maximize the relevance of the two courses for the students.  |
| AP Language(11th) | The AP Program provides high school students the opportunity to engage with a typical introductory-level college English curriculum. The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis (use of language) of nonfiction texts. BHS Focus: American Literature |
| Advanced Composition(12th) | Advanced Composition is designed to develop students’ reading, writing, speaking, listening, and language skills as outlined by Georgia’s Common Core Standards. The successful student will ideally be equipped to navigate through entry-level college composition courses. Contemporary literature is the focus of the course, and there is a heavy emphasis upon written expression. |
| British Lit/Comp(12th) | British Literature is designed to comply with the Common Core Georgia Performance Standards (CCGPS) for 12th Grade Language Arts in which the students will read and analyze important works from the British culture. 12th Grade Language Arts also focuses heavily on writing skills necessary at the college level. Students will regularly progress through the stages of the writing process as they produce coherent, focused texts that present a clear argument to a specific audience. |
| AP Literature (12th) | The AP Program provides high school students the opportunity to engage with a typical introductory-level college English curriculum. The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. BHS Focus: Great Works of Literature. |
| Math Strategies (9th) | Math Strategies is an introductory course to the mathematics curriculum offered at Buford High School.  This class focuses on the math skills necessary for success as students are prepared to take a Coordinate Algebra course.  Students in math strategies can expect smaller class sizes, differentiated tasks, and multiple methods of instruction in order to best prepare them for the math courses that lie ahead. Topics include: number systems & theory, writing &solving algebraic equations, linear functions, sequences & series, linear inequalities, and basic geometric principles. |
| CCGPS Coordinate Algebra(9th) | The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.  |
| Accelerated Coordinate Algebra/Analytic Geometry A(9th) | The fundamental purpose of Accelerated CCGPS Coordinate Algebra/Analytic Geometry A is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The next unit in the course ties together the algebraic and geometric ideas studied. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines and rounds out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.  |
| Analytic Geometry(10th) | The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. |
| Accelerated Analytic Geometry B / Advanced Algebra(10th) | The focus of Accelerated CCGPS Analytic Geometry B / Advanced Algebra is organized into 10 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.  |
| Advanced Algebra(11th) | It is in Advanced Algebra that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.  |
| Accelerated Pre-Calculus(11th) | Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.  |
| Advanced Math Decision Making(12th) | Advanced Mathematical Decision Making (AMDM) is a mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems. |
| PreCalculus(12th) | Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.  |
| Statistical Reasoning(12th) | Statistical Reasoning is a two-semester fourth mathematics course option for students who have completed CCGPS Advanced Algebra or Accelerated CCGPS Analytic Geometry B/Advanced Algebra. The course provides experiences in statistics beyond the CCGPS sequence of courses, offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question.  |
| AP Statistics(11th or 12th) | 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. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.  |
| AP Calculus(12th) | AP Calculus AB and AP Calculus BC focus on students’ understanding of calculus concepts and provide experience with methods and applications. Although computational competence is an important outcome, the main emphasis is on a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are important. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of calculus (e.g., derivatives, integrals, limits, approximation, and applications and modeling) the courses become cohesive rather than a collection of unrelated topics.  |
| Ecology(9th) | Ecology is the scientific study of the distribution and abundance of life and interactions between and among organisms and their environment, including the impact of human activities on the natural world.  The course draws primarily on biology concepts including the characteristics of life, biochemistry, and cell structure. The curriculum also includes a laboratory component which incorporates the application of measurement and problem solving. |
| Biology(9th or 10th) | Biology is a 2 semester course that instructs students in the content of cells (structure and function), organism diversity, heredity, ecology, and evolution.  |
| Chemistry(10th) | Chemistry is the study of matter, its structures, properties, composition, and the changes that matter undergo. In this course, the student is given a survey of the different fields of chemistry. Within these fields, the students will study measurement and problem solving in chemistry, the atomic structure of elements, the periodic chart, periodic properties and trends, chemical formulas and equations, electron configurations, nuclear chemistry, molar concepts, acids and bases, the gas laws, properties of matter, and properties of solutions. |
| Physics(11th) | This is a one-year college preparatory level course in introductory physics. Concepts and quantitative applications covered in this course include mechanics, properties of matter, waves, electricity and magnetism, and modern physics. Students will be asked to think creatively, to manipulate simple formulas, and to work both independently and collaboratively.  |
| Forensics(12th) | Forensic Science is the study of the application of sci­ence to the law. This integrated science course is designed to explore the scientific and technological aspects of criminal investigations. Topics will include the study of DNA, glass, blood, fingerprinting, chemical residues, and evidence collection as it relates to forensic issues. Appli­cations to court cases, literature, psychology, and criminology also will be examined. Prerequisite: Biology and Chemistry |
| Environmental Science(12th) | The Environmental Science curriculum integrates the study of many components of our environment, including the human impact on our planet, and is designed to explore the biological, physical, and social aspects of the environment and environmental issues.  Instruction is extensively performance and lab based, focusing on student data collection and analysis.  Some concepts are global; in those cases, interpretation of global data sets from scientific sources and the internet will be utilized. |
| AP Chemistry(11th or 12th) | The AP Chemistry course provides students with a foundation to support future advanced course work in chemistry. Through inquiry- based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium Extensive amount of time required outside of class. |
| AP Biology(12th) | 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. Extensive amount of time required outside of class. |
| AP Environmental Science(12th) | The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which 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.  |
| World Geography(9th) | The World Geography course will provide students with an introduction to physical and cultural geography. Students will examine, analyze, and interpret different types of maps, climates, landforms, religions, and cultural aspects. We will begin with an introduction of basic terms and maps and move onto different regions of the world. At the end of the course the students will be able to compare and contrast the different geographic elements of each region studied.  |
| AP Human Geography(9th) | 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 socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). |
| World History(10th) | The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.  |
| AP World History(10th) | AP World History focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.  |
| US History(11th) | The high school United States history course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout United States history. The course concludes with significant developments in the early 21st century. |
| AP US History (11th) | AP United States History focuses on developing students’ abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.  |
| Economics(12th) | This **one semester, ½ credit** required economics course provides a basic foundation in the field of economics by focusing on the American economic system. The course curriculum covers fundamental economic concepts, comparative economic systems, microeconomics, international economic interdependence, and personal finance. Emphasis is placed upon the student’s ability to analyze economic information critically and to make decisions concerning public issues. A state mandated End of Course Test is required and counts as 20% of the student’s overall course grade.  |
| Government(12th) | This **one semester, ½ credit** required government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.  |
| AP Macro Economics (12th) | AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.  |
| AP Government (12th) | 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.  |
| AP Psychology (10th or 11th or 12th) | 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, analyze bias, evaluate claims and evidence, and effectively communicate ideas.  |
| Fine Arts Course Descriptions |
| Band | Provides opportunities for intermediate-level performers to increase skills and precision on a wind instrument. Stresses individual progress and learning and group experiences. Limited extra-curricular rehearsals and performances required. |
| Band – Advanced | Provides opportunities for advanced-level performers to increase skills and precision on a wind instrument. Stresses individual progress and learning and group experiences. Limited extra-curricular rehearsals and performances required. |
| Band – Jazz | Provides opportunities for performers to increase skills of an instrument while playing jazz music. Stresses individual progress and learning and group experiences. Limited extra-curricular rehearsals and performances required. |
| Band – Percussion | Provides opportunities for performers to increase skills and precision on a percussion instrument. Stresses individual progress and learning and group experiences. Limited extra-curricular rehearsals and performances required. |
| Chorus | Provides opportunities to develop skills and knowledge in mixed choral singing. Stresses individual progress and group experiences. Limited extra-curricular rehearsals and performances required. |
| Chorus - Advanced | Provides opportunities for advanced-level performers to further develop skills and knowledge in mixed choral singing. Stresses individual progress and group experiences. Limited extra-curricular rehearsals and performances required. An audition is required-see Mr. Fowler for details. |
| Dance | Dance is a performance-based class where students will learn the fundamental concepts, principles, and skills of dance. Students will study different dance forms: World Dance, Hip Hop, Jazz, Contemporary, Modern, and Ballet. In addition, students will learn how to apply musical concepts to dance, and how to use dance as a way to create and communicate meaning. |
| Drama – Musical Theatre | A performance-based class where students will learn the fundamental concepts integrating various art forms, other content areas, and life experiences to create theatre. Students will master a theatrical musical performance combining dance, song, and text into an individual or group performance. Extra-curricular rehearsals and performances required. |
| Drama – Intro &Drama - Advanced | A performance-based class where students will learn the fundamental concepts, principles, and skills of acting. It also uses standards of literary dramatic analysis to study theatrical production. Students will examine the skills and tasks associated with acting on stage, explore the development of the actor’s skills, and create characters in a variety of formal and informal performances. Extra-curricular rehearsals and performances required. |
| Drama – Costuming | A performance-based class where students learn to apply basic principles and techniques of costume construction: cutting, dyeing, sewing, care, and maintenance of costumes. Students will be able to use available art materials, tools, and resources to convey the characters through costumes, accessories, and make-up designs for a scene or production. Extra-curricular rehearsals and performances required. |
| Drama – Tech  | A performance-based class where students learn the behind the scenes aspects of a drama production. Students will learn to consider the interrelated nature of lighting, costumes, makeup, sound, properties, scenery, acting, and direction to create in a unified theatrical production. Extra-curricular rehearsals and performances required. |
| Visual Arts - I | Introduces students to the elements of art and principles of design while developing drawing skills and painting techniques as well as 3D designs. Studio experience in the classroom will give students opportunities to explore a variety of media (pencil, pen, ink, charcoal, pastel, watercolor, and acrylic paint) while developing student’s individual style and creative problem solving skills. Students will demonstrate their ability to respond, to analyze, and to interpret their own artwork and the work of others through discussions, critiques, and writings. |
| Visual Arts – Drawing and Painting I & II | Continues 2D forms of art. Students will go into more depth learning about materials, terms, and techniques related to drawing and painting. Visual Arts – I is required. |
| Visual Arts – Sculpture I & II | Introduces students to the production of three-dimensional art making including additive, subtractive and modeling processes of sculptural construction. Students will use a variety of media to include: wood, metal, fiber, & clay. Sculpture’s influence on the environment will be examined, as well as the investigation a variety of media. Students are expected to make connections as they explore meaning, develop creative thinking skills, and search for contextual understanding resulting in authentic assessment and reflection.  Visual Arts – I is required. |
| Visual Arts – Multimedia | The multimedia broadcasting class is in charge of producing Buford’s news show, Triple A Today. Each week students brainstorm interesting and informative story ideas. Once those stories are in place, the show is created. Numerous elements are involved such as writing, filming and editing. If you’re interested in video/film production, this is the class for you. An application and teacher recommendation is required prior to registering.  |
| AP Visual Arts(11th or 12th) | The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-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 AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art 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.Pre-requisites: 3 courses of Visual Arts. |
| Career Pathway Course Descriptions |
| Education – Intro | The 1st course in the education pathway. This course will examine the teaching profession in regards to both benefits and challenges faced by today’s teacher. Salary, teaching styles, merit pay, as well as the history of Education are a few of the many topics to be covered.  |
| Education – Issues | The 2nd course in the education pathway. This course will build off of course one and will cover such teaching issues as merit pay, exceptional learners, philosophies of learning, and the characteristics of good teachers. This course will also include job shadowing teachers from within our system as well as hearing from guest lecturers on various educational subjects. |
| Education – Practicum | The 3rd course in the education pathway and involves one-on-one tutoring at Buford Academy or Buford Elementary. The student will be paired with a 1st or 2nd grade student to teach them the basics of reading, phonics, writing and much more!  |
| WBL – Education | This course is a 4th course in the education pathway and is set up like the practicum. This pathway and internship will* Help determine if a student wants to enter the field of Education
* Give students hands on, one-on-one teaching experience
* Allow them to be a teacher assistant in a real classroom
* Help students grow to be others-centered
* Help foster professionalism
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| Foods – Nutrition & Wellness | The 1st course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health while learning to cook delicious and healthy food.   |
| Foods – For Life  | The 2nd course in the nutrition and food science pathway. It addresses the different nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. |
| Foods – Science  | The 3rd course in the nutrition and food science pathway. It integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. |
| Graphics - Intro to Design | The 1st course in the graphic communications pathway. The course provides students with the processes involved in the technologies of printing, publishing, packaging, and electronic imaging. In addition, the course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout to present information.  |
| Graphics – Design and Production | The 2nd course in the graphic communications pathway. It 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.  |
| Graphics – Output Processes | The 3rd course in the graphic communications pathway. Students gain experience in successfully completing the output processes of various projects in an increasingly independent manner from direct teacher control. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary education environment where self-motivation and a high level of skill are expected.  |
| Graphics – Practicum | The 4th course in the graphic communications pathway. Teacher recommendation only! |
| HealthCare Science – Intro | The 1st course in the healthcare science pathway. It is appropriate for students wishing to pursue a career in the Healthcare Industry. It will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today’s healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support.  |
| Healthcare Science – Essentials | The 2nd course in the healthcare science pathway. The course is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.  |
| Healthcare Science – Patient Care | A 3rd course in the healthcare science pathway. This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career *Nursing Assistant*. Students will be able to Adhere to the scope of practice for patient care and demonstrate appropriate actions while respecting a patient’s right to privacy and proper treatment.  |
| Healthcare Science – Sports Medicine | A 3rd course in the healthcare science pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support.  |
| Marketing – Principles | The 1st course in the marketing pathway. It is the foundation course for students to the marketing, sales and service industry. Students will be introduced to advertising, public relations, and the hospitality field, and business fundamentals. Students completing this pathway will be an integral part of the school store, The Wolves Den. |
| Marketing – Sports & Entertainment | The 2nd course in the marketing pathway. It introduces the major segments of the sports and entertainment industry and the social and economic impact it has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. |
| Marketing – Advanced  | The 3rd course in the marketing pathway. This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in marketing. Project-based instruction, together with a variety of work-based learning activities, will be incorporated in this course to provide real-world application. |
| Work Based Learning(1 period) | This course is for students who are employed and wish to leave school 1 period (7th) early. An application is required to take the course – visit Coach Snell’s website. |
| Work Based Learning (2 periods) | This course is for students who are employed and wish to leave school 2 periods (6th and 7th) early. An application is required to take the course – visit Coach Snell’s website.  |
| General Elective Course Descriptions |
| Yearbook | In yearbook, students work under the leadership of student editors to plan and create each aspect of the BHS yearbook, from selecting the theme/concept to designing the cover and producing the photos, stories and designs for all inside pages. Yearbook staff members get to shoot photos, conduct interviews, write stories, design pages and promote the book with social media, marketing, sales and advertising. To succeed in yearbook, students must have excellent time management skills and pay close attention to detail in order to meet deadlines and high expectations for excellence. Students must submit an application with a writing and digital photography sample in order to be considered for this class.  |
| Business Procedures (BHS office aide) | The goal of this course is to provide students with a project- based approach to prepare them for career as an administrative assistant. The course will cover general office skills and procedures. Students must submit an application in order to be considered for this class – visit the bhs website > quick links > current student registration for an application. |
| PE / Health | Personal Fitness (PE) is a one semester, ½ credit required course for ninth grade students in the Buford City School System. The course will focus on the health related components of fitness: cardiovascular fitness, muscular strength and endurance, flexibility and body composition.Health is a one semester, ½ credit required course for ninth grade students in the Buford City School System. |
| Team Sports | Team Sports is a course that provides a student a chance to enhance cardiovascular fitness, muscular strength and endurance, flexibility and body composition and general knowledge and understanding of various team sports.  |
| Physical Conditioning(males)&Body Sculpting(females) | This course includes learning proper technique in the weight room while executing all Olympic lifts and various exercises, plus identifying necessary safety concerns and become familiar with basic terminology required to carry out a weight-training program. The course is also designed to have the student become aware of the physiological and psychological affects that weight training may have on them. Examples, simply to improve muscle function, to look better, to feel better, to move better, to utilize calories better, to work better, to play better, to reduce the risk of injury, and to delay the degenerative processes that are a natural part of aging. |