

Tomorrow Starts Today

High School Course Planning Guide

Griffin-Spalding County Schools
2012-2013 School Year



Information in this guide is for students who entered ninth grade in 2008 through 2011.
Graduation requirements for students entering ninth grade prior to 2008 or in 2012 are found in separate publications.



Purpose of this Guide

The purpose of this course catalog is to help you and your parents develop an understanding of the high school program and course offerings at Griffin-Spalding County High Schools for the upcoming school year. It is the goal of our schools to offer a challenging academic program for every student. Society demands that young adults be well prepared academically if they are to function as successful citizens of the community. The decisions you make today will affect you for the rest of your life. You must select those courses which challenge and prepare you to live and work in an ever-changing and modern technological society.

Students who plan to attend college should select the most rigorous courses available. Doing so will place them in position to be successful at the post-secondary level. Please examine all the requirements of potential colleges and universities of your choice. Consider taking Advanced Placement and Dual Enrollment classes if at all possible. These classes are weighted for G.P.A. and are highly regarded by college admissions officers. Regardless of your individual choice of college, technical training, certification, military training or immersion in the workforce, all students should be developing a six-year plan that includes high school and at least two additional years of study or training. Consider your strengths, interests, goals, and aspirations as you prepare for this most important and significant part of your life.

All students are encouraged to familiarize themselves with all aspects of this course description guide. When selecting high school courses of study, we ask students, in consultation with their parents, to consider their career, academic and extra-curricular interests. Your teachers, principals, counselors, district administrators, and Board of Education are ready to assist and provide you with the guidance necessary to help you plan your secondary and post-secondary studies.

Graduation Information

Graduation requirements are specific to the year a student first enters the ninth grade. Completion of these requirements does not necessarily qualify students for the HOPE Scholarship Program or for college admission. Please be certain to reference the correct set of requirements prior to planning course requests for the coming year. Students and parents, along with school personnel, have the responsibility for keeping a record of students' progress toward graduation. School counselors will assist in keeping students and parents informed of students' progress toward graduation. Parents of seniors will receive a letter in the fall of the year that indicates any student credits still needed for graduation. They will also receive notification of unsatisfactory progress.

Students who entered *ninth grade for the first time during the 2008-2009 school year or later* (i.e., first-time freshmen) must have 23 units to graduate. For this group of students only, there is one common set of graduation requirements for all students.

Course requirements include:

- **English Language Arts** – 4 core units, including one unit of Ninth Grade Literature and Composition and one unit of American Literature and Composition
- **Mathematics** – 4 core units, including Mathematics 1, Mathematics 2, and Mathematics 3 or their equivalents. Remaining units must come from GPS/AP/IB courses
- **Science** – 4 core units, including one unit of Biology, one unit of Physical Science or Physics, and one unit of Chemistry, Earth Systems, Environmental Science, or AP course, and one additional science unit.
- **Social Studies** – 3.5 core units, including one unit of World History, one unit of United States History, one unit of Economics, and one-half unit of American Government/Civics
- **Health and Physical Education** – 1 unit, including one-half unit of Health and one-half unit of Personal Fitness (3 units of JROTC may be used to meet this requirement)
- **Programs of Study in Career Tech and/or Modern Language and/or Fine Arts** – 3 units (*students planning to enter the University System of Georgia or most other post-secondary institutions must take 2 units of the same modern language*)
- **Additional Electives** – 4 units from any area

Testing requirements

- Students must complete the assessment requirements set by the Georgia Department of Education for their entering ninth grade class. A student who completes all course work (23 units) for his/her diploma, but does not complete all required high school assessment guidelines, will not participate in graduation activities.

AP Classes

Griffin High and Spalding High offer a variety of Advanced Placement courses. Students around the world who want to learn and achieve at the highest level become AP students. Through AP's college-level courses and exams, 9th through 12th grade students can earn college credit and advanced placement, stand out in the admissions process, and learn from some of the most skilled, dedicated, and inspiring teachers in the world.

Advanced Placement (AP) is a program of college level courses and exams for secondary school students. AP allows students to enroll in courses that prepare them to take an examination in a specific area such as Calculus, English, Biology, Chemistry, American History, and Psychology. (AP courses are available based upon student enrollment and teacher availability.) Upon completion of an AP course, students may pay to take the AP exam. If the score on the AP exam is high enough, students may exempt a college course at certain colleges and universities and receive college credit in others. Students enrolling in AP courses must have an exceptional academic record in the subject area.

Important conditions to remember are listed below:

1. Students are not assured of passing the AP exam by enrolling in the course.
2. Students must check with colleges and universities concerning the acceptability of advanced placement courses.

3. Students are expected to complete the full AP course.

A.Z. Kelsey Non-Traditional High School

A.Z. Kelsey Academy is a non-traditional school with traditional educational values. A.Z. Kelsey Academy has been established for students at the high school level who are working toward graduation and may be behind academically. Schedules for A.Z. Kelsey Academy students will be determined by students' individual needs. All programs of study or courses may not be available through the A.Z. Kelsey Academy program.

Students may apply for admission or be recommended by school administration to attend A.Z. Kelsey Academy. Application information is available from the counselor's office of each high school.

A.Z. Kelsey Academy will emphasize four goals for students:

1. Help students obtain credit for their coursework;
2. Help students gain a higher level of reading competency;
3. Master the material and pass the required five State of Georgia High School Graduation Tests; and
4. Develop personal character skills that can be useful upon high school graduation.

Gifted Services

In the Griffin-Spalding County Schools at the high school level, identified gifted students are provided services as required by state rule 160-4-2-.38. Services available for gifted students in grades 9-12 are the Honors courses, Advanced Placement courses (AP), and selected Joint Enrollment and Dual Enrollment courses. For more information of the gifted program, contact your school's assistant principal for instruction or counselor.

Instructional Day

State of Georgia guidelines for high schools require that all students be enrolled in a minimum of six classes with the following exceptions:

- Fifth-year seniors returning to complete graduation requirements
- Students enrolled in an approved post-secondary education program (Accel, Dual, or Joint Enrollment)
- Students enrolled in an approved work-based learning opportunity.

Graduation Requirements

The Griffin-Spalding County School System follows the Georgia Board of Education Rule IHF for high school graduation. A copy of that rule is found in this digest and online at:

<http://www.doe.k12.ga.us/documents/doe/legalservices/160-4-2-.48.pdf>

Graduation requirements for Griffin-Spalding County high schools include:

1. **UNITS OF CREDIT**
All state supported high schools are required to offer the curriculum for completion of graduation required courses.
2. **STATE REQUIRED ASSESSMENTS**
All students must pass the Georgia High School Graduation Test and any other required assessments.
3. **REQUIRED CREDITS**
Students must earn a minimum of **23 credits** in order to graduate.

Numeric Grade Average

The Griffin-Spalding County Schools uses a numeric system for computing a student's cumulative academic grade average. The cumulative average will be computed from the numerical average of all subject area courses. The final grade average on the student's permanent record will be computed through spring semester of the senior year. The GPA for students transferring to a Griffin-Spalding County high school will be converted to the numerical scale. Weighted credit is awarded for students in Advanced Placement and Honors classes to recognize student efforts in these more challenging courses. Information on weighted credit and its computation is available from the school counseling and student services office.

Honor Graduates

Students must have a cumulative average of 90 or above to be considered an honor graduate. Cumulative averages will be computed through the end of the senior year to determine which students will be honor graduates.

Eligibility for Extracurricular Activities

Students participating in extracurricular activities must pass at least 5 classes in the semester immediately preceding participation. High school students who wish to participate must be "on track" for graduation. Any questions regarding eligibility should be directed to the athletic department or the student's counselor.

Credit Recovery Program

Credit Recovery is an option for students who have previously taken a course but did not earn credit due to course failure, attendance requirements, or other issues. Students participate in online courses that allow them to complete course requirements. Credit recovery classes meet before or after school. Tuition may be charged for credit recovery. For more information on credit recovery, contact the counselor's office.

Summer School

Summer school may be available to all students as an option to make up classes that have been failed. Tuition is charged for each class taken. Students should see their counselors for specific information regarding place, dates, schedule of classes, and costs.

Dual Enrollment

The Griffin-Spalding County School System offers students the opportunity for dual enrollment through a variety of programs. Dual enrollment programs allow students to receive dual credits for core high school and college courses. Students may take courses through Gordon College, Southern Crescent Technical College and other post-secondary programs. Dual Enrollment opportunities include:

- Accel
- Move on When Ready
- Hope Grant
- Articulation

Students may receive more information on Dual Enrollment from their counselor.

Hope Scholarship

HOPE - Helping Outstanding Pupils Educationally - is Georgia's unique scholarship program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges. Since the HOPE Program began in 1993, more than \$2.0 billion in HOPE funds has been awarded to more than 700,000 students attending Georgia's colleges, universities, and technical colleges.

Information on the HOPE Scholarship may be obtained from the Student Services/Counseling Department of your high school or online at: <http://www.gacollege411.org/>

Schedule Changes

Students will have **three days** after a semester begins to request a schedule change. Schedule changes will **only** be made for the following reasons:

1. Duplication of courses or credits;
2. Credit earned in summer school;
3. Inappropriate level of instruction; or
4. Has not met prerequisites

Since students are required to take six classes, any class dropped during this time must be replaced with another class.

Elective Programs of Study – Career Pathways

Griffin-Spalding County high school students select an elective program of study upon entering high schools. These programs of study are:

Programs of Study
Architecture, Construction, and Transportation
Pathway - Construction
Engineering and Technology
Pathway - Engineering
Business and Computer Science
Pathway - Small Business Development
Culinary Arts
Pathway - Culinary Arts
Education
Pathway - Early Childhood Education
Healthcare Science
Pathway - Therapeutic Services – Medical Services
Pathway – Therapeutic Services - Emergency and Disaster Preparedness (GHS)
Agriculture
Pathway - Plant Science and Horticulture (SHS)
Government and Public Safety
Pathway - Army JROTC
Arts and Humanities
Pathway - Visual Arts
Pathway - Band
Pathway - Chorus
Pathway - Drama
Modern Languages and Latin
Pathway – German
Pathway – Latin
Pathway - Spanish

Students are encouraged to complete at least three courses in their chosen program of study. All Programs of Study are recommended for College Preparatory Programs. Coursework is designed to prepare students for both post-secondary study at both University System of Georgia schools and Georgia Technical Colleges.

Work-Based Learning Experience Programs

Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grade 11 or 12 and at least 16 years old. Students must be on track for graduation, have exemplary conduct record, teacher recommendations, and meet program requirements to participate. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. This is especially important for cooperative education students in that their job placement is directly related to the curriculum of the CTAE class in which they are concurrently enrolled. There are five different opportunities for CTAE students to participate in a work-site placement. Four of these placements are supervised by the WBL-Coordinator and/or WBL Coordinator while the fifth, Clinical Experiences, requires the specific expertise of a person licensed in the field, most often the Healthcare Science instructor. WBL performance impacts student grades.

Work-Based Learning Placement Requirements – Grades 11-12

Co-op	Internship	Apprenticeship	Clinicals
Student promoted to 11 th or 12 th grade	Student promoted to 11 th or 12 th grade	Student promoted to 11 th or 12 th grade	Student promoted to 11 th or 12 th grade
Approved training plan	Approved training plan	Approved training plan	Approved training agreement
Job hours must be equal or greater than seat hours for course	Job hours must be equal or greater than seat hours for course	Training plan requiring 2000 hours on job training.	Clinical hours vary based on program requirements.
Concurrently enrolled in CTAE class which matches job placement	Must have previously earned a minimum of one unit of credit in CTAE pathway related to the placement	Must have previously earned a minimum of one unit of credit in CTAE pathway related to the placement	Extension of curriculum in upper level courses that student has taken
Paid job which is application of CTAE course in which student is currently enrolled	Paid or unpaid job placement.	Paid job in a highly skilled classification area of business and industry	Unpaid placement
		Requires completion of post-secondary training	Credit awarded as part of the original CTAE course in which the student is enrolled

Additional information on Work-Based Learning opportunities is available from the Work-Based Learning Coordinator or the counseling department.

Honors Classes

Honors classes serve as the delivery model for gifted services for students in grades 9-12 in the Griffin-Spalding County School System. Gifted services in GSCS schools follow the Pyramid of Intervention model for student identification and placement. Honors classes are designed to be more rigorous in content, pacing, assignment and delivery than college preparatory courses. Honors classes are intended to parallel the rigor and expectations of Advanced Placement courses. Students who meet state and local criteria for gifted services are automatically eligible to take Honors courses. Students who are not eligible for gifted services may take Honors courses provided they meet the placement guidelines for both grades and test scores and/or they are placed through the documented intervention model.

Students must meet both grade and test score criteria.

English

Grades

- Final grade of 85 or higher in previous English class

Test Scores (Must meet one or more of the following:)

- 2 or more grades above grade level on most recent standardized test score in Reading Total and or Language Arts Total
- Level 3 in Reading and/or Language Arts on Grade 8 CRCT
- PSAT verbal score of 50 or higher
- SAT verbal score of 500 or higher

Science

Grades

- Final grade of 85 or higher in previous Science class

Test Scores (Must meet one or more of the following:)

- 2 or more grades above grade level on most recent standardized test score in Reading Total, Math Total, and/or Complete Battery
- Level 3 in Reading, Math, and/or Science on Grade 8 CRCT
- PSAT verbal or math score of 50 or higher
- SAT verbal or math score of 500 or higher

Social Studies

Grades

- Final grade of 85 or higher in previous Social Studies class

Test Scores (Must meet one or more of the following:)

- 2 or more grades above grade level on most recent standardized test score in Reading Total and/or Complete Battery
- Level 3 in Reading and/or Social Studies on Grade 8 CRCT
- PSAT verbal score of 50 or higher
- SAT verbal score of 500 or higher

Mathematics

Grades

- Final grade of 85 or high in previous Math class

Test Scores (Must meet one or more of the following:)

- 2 or more grades above grade level on most recent standardized test score in Math Total and/or Complete Battery
- Level 3 in Math on Grade 8 CRCT
- PSAT Math score of 50 or higher
- SAT Math score of 500 or higher
- Passing score on High School Math Placement Test

Continuation Policy

Students placed in honors classes based on local and state gifted eligibility criteria remain eligible as long as they meet gifted program continuation policy guidelines. Students placed in honors classes who are not eligible for gifted services must have an average of C or higher in the honors class to continue in the honors sequence.

Course Descriptions

Academic Courses

English

English 9

Prerequisite: None

This course is designed for college prep. and technical students. This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS. **EOCT**

Honors English 9

Prerequisite: *Gifted or Honors Criteria for English*

This course is designed for advanced-level college prep students. Content, pacing, assignments, and delivery models are more demanding than English 9.

English 10

Prerequisite: *English 9*

This course is designed for college prep. and technical students. This course focuses on a study of literary genres; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing in tenth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS.

Honors English 10

Prerequisite: *Gifted or Honors Criteria for English*

This course is designed for advanced-level college prep students. Content, pacing, assignments, and delivery models are more demanding than English 10.

American Literature

Prerequisite: *English 10*

Required for graduation

This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA PERFORMANCE STANDARDS. **EOCT**

Honors American Literature

Prerequisite: *Gifted/Honors Criteria for English*

Required for graduation

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than American Literature.

Advanced Placement Language/American Literature

Prerequisite: *AP selection criteria*

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than Honors American Literature. This course is the equivalent of a college-level English composition and rhetoric course. Students must display strong reading, writing, analytical, and work ethic skills to be successful in this course.

Conforms to the College Board recommendations for the Advanced Placement Language Examination. This course focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The

course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board. (This literature module must be taught in the 11th grade and is recommended as a designated substitute for American Literature.) (EOCT)

British Literature

Prerequisite: American Literature

This course designed for college prep. and tech prep students. Offers opportunities to improve reading, writing, speaking/listening, and critical thinking skills through the study of literary selections from British/English writers organized chronologically or thematically. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process.

Honors British Literature

Prerequisite: Gifted/Honors Criteria for English

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than British Literature.

Advanced Placement Literature/Composition

Prerequisite: AP selection criteria

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than British Literature.

Conforms to the College Board recommendations for the Advanced Placement Literature and Composition Examination. Covers the study and practice of writing and the study of literature. Stresses modes of discourse, assumptions underlying rhetorical strategies, connotation, metaphor, irony, syntax, and tone. Emphasizes writing critical analyses of literature and includes essays in exposition and argument, poetry, drama, prose fiction, and expository literature. Students are expected to take the Advanced Placement college credit examination upon completion of the course.

World Literature

Prerequisite: American Literature

This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects. Depending on which grade level this course is taught, the teacher will follow strands from the Georgia Performance Standards for that grade level for composition, conventions, and listening, speaking, and viewing..

Dual enrollment opportunities for English are available through Gordon College and Southern Crescent Technical College. See your counselor for more information. Application and registration deadlines apply to dual enrollment opportunities.

Science

Biology I

Prerequisite: Physical Science/Math I

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry. EOCT

Honors Biology I

Prerequisite: Honors Physical Science; Gifted/Honors Criteria for Science

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than Biology.

Advanced Placement Biology

Prerequisite: Honors Physical Science, Accelerated Math I

AP selection criteria

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than other science courses. Course is equivalent of college biology. Students must display strong math, science, and work ethic skills to be successful in this course. This course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations.

Physical Science

Prerequisite: None

The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.. **EOCT**

Honors Physical Science

Prerequisite: Gifted/Honors Criteria for Science

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than Physical Science.

Chemistry I

Prerequisite: Math II, Biology I

The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

Honors Chemistry I

Prerequisite: Gifted/Honors Criteria for Science; Accelerated Math II, Honors Biology I

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than

Environmental Science

Prerequisite: None

The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

Earth Systems

Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth.

Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.

Forensics

In this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

Physics

Covers basic mechanics (linear motion, Newton's laws, static forces, circular and angular motion, conservation of momentum and energy, applications of basic mechanics), kinetic theory (phases of matter, information retrieval), thermodynamics (characteristics, conservation), wave mechanics (general properties, sound, light, applications of wave mechanics), electricity (electrostatics, direct current, magnetism, alternating currents, applications of electricity), particle physics (quantum theory, subatomic and fundamental structure, applications of particle physics), and reference, research skills, lab safety, and process skills.

Honors Physics

Prerequisite: *Teacher recommendation or Gifted/Honors*

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than many other college prep courses.

Covers basic mechanics (linear motion, Newton's laws, static forces, circular and angular motion, conservation of momentum and energy, applications of basic mechanics), kinetic theory (phases of matter, information retrieval), thermodynamics (characteristics, conservation), wave mechanics (general properties, sound, light, applications of wave mechanics), electricity (electrostatics, direct current, magnetism, alternating currents, applications of electricity), particle physics (quantum theory, subatomic and fundamental structure, applications of particle physics), and reference, research skills, lab safety, and process skills.

Advanced Placement Chemistry

Prerequisite: *Physical Science, Biology, Chemistry*

AP selection criteria

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than other science courses.

Conforms to College Board topics for the Advanced Placement Chemistry Examination. Covers atomic theory and structure, chemical bonding, nuclear chemistry, gases, liquids, solids, solutions, types of reactions, stoichiometry, equilibrium, kinetics, and thermodynamics. Students are expected to take the College Board AP exam at the completion of this course.

Human Anatomy/Physiology

Covers science process skills and laboratory safety, body organization, chemistry of life, cells and tissues, homeostasis, skeletal system, muscular system, nervous system, endocrine system, circulatory system, respiratory system, digestive system, metabolism, urinary system, integumentary system, and reproduction system. Includes reference and research skills.

Honors Human Anatomy/Physiology

Prerequisite: *Teacher recommendation or Gifted/Honors*

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than other science courses.

Covers science process skills and laboratory safety, body organization, chemistry of life, cells and tissues, homeostasis, skeletal system, muscular system, nervous system, endocrine system, circulatory system, respiratory system, digestive system, metabolism, urinary system, integumentary system, and reproduction system. Includes reference and research skills.

Introduction to Biotechnology

Prerequisite: *Biology*

This course introduces students to the fundamentals of biotechnology. Included in this course is a basic overview of current trends and careers in biotechnology. Additionally, emphasis on basic laboratory skills along with the business, regulatory, and ethical aspects of biotechnology is included. The knowledge and skills gained in this course will provide students with a broad understanding of biotechnology and its impact on society and with a set of foundation skills for entry into the career pathway.

Dual enrollment opportunities for Science are available through Gordon College and Southern Crescent Technical College. See your counselor for more information. Application and registration deadlines apply to dual enrollment opportunities.

Mathematics

Math II

Prerequisite: *Successful completion of Mathematics I*

This is the second course in a sequence of courses designed to provide students with a rigorous program of study in mathematics. It includes topics such as:

- complex numbers
- quadratic, piecewise, and exponential functions
- right triangles, and right triangular trigonometry
- properties of circles
- statistical inference.

Instruction and assessment s includes the appropriate use of manipulatives and technology. Topics are represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts are introduced and used, where appropriate, in the context of realistic phenomena..

Accelerated Math II

Prerequisite: *Gifted/Honors Criteria for Mathematics, Accelerated Math I*

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than Math II.

This is the second in a sequence of mathematics courses designed to prepare students to take AB or BC Advanced Placement Calculus. It includes topics such as:

- right triangle trigonometry
- exponential, logarithmic, and higher degree polynomial functions; matrices

- linear programming; vertex-edge graphs;
- conic sections
- planes and spheres
- population means, standard deviations, and normal distributions.

Instruction and assessment includes the appropriate use of manipulatives and technology. Topics are represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic methods. Concepts are introduced and used, where appropriate, in the context of realistic phenomena.

Math III – Advanced Algebra/Statistics

Prerequisite: Successful completion of Mathematics II

This is the third in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. It requires students to: analyze polynomial functions of higher degree; explore logarithmic functions as inverses of exponential functions; solve a variety of equations and inequalities numerically, algebraically, and graphically; use matrices and linear programming to represent and solve problems; use matrices to represent and solve problems involving vertex-edge graphs; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies.

Accelerated Math III – Precalculus, Trigonometry/Statistics

Prerequisite: Gifted/Honors Criteria for Mathematics, Accelerated Math II

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than Math III.

This is the third in the sequence of mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. It requires students to: investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; find areas of triangles using trigonometric relationships; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; use complex numbers in trigonometric form; understand and use vectors; use sequences and series; explore parametric representations of plane curves; explore polar equations; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.

Math IV – Pre-Calculus, Trigonometry, Statistics.

This is a fourth year mathematics course designed to prepare students for calculus and similar college mathematics courses. It requires students to: investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; find areas of triangles using trigonometric relationships; use sequences and series; understand and use vectors; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.

Advanced Math Decision Making

This is a course designed to follow the completion of Mathematics III or Accelerated Mathematics II. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions. (*Prerequisite: Successful completion of Mathematics III or Accelerated Mathematics II*)

Advanced Placement Statistics

Prerequisite: Either Euclidean Geometry or Informal Geometry and Algebra II or Advanced Algebra and Trigonometry or Analysis; AP selection criteria.

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding.

Follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability, and statistical inference.

Advanced Placement Calculus AB

Prerequisite: Calculus or Advanced Algebra and Trigonometry or Analysis; AP selection criteria.

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than Calculus.

Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus. Students are expected to take the College Board AP exam at the conclusion of this course.

Math Support II

Math Support III

Math Support classes are offered for elective credit. Students are scheduled for Math Support based on their performance in eighth grade math classes/ eighth grade math CRCT, Math I/Math I EOCT, and Math II/Math II EOCT. Support classes provide additional time and resources for students to become more successful in core math classes.

Math Support III for Core Credit

The Mathematics Support III class is a tier 2 intervention and will be offered for core credit during the 2010-2011 and 2011-2012 school years only. Students will be determined to be at risk based on their performance in Mathematics I and Mathematics II. Once this determination is made, districts should allow students flexibility in mastering the mathematics content of three core courses (Mathematics I, Mathematics II, and Mathematics III) over a four year period by taking Math Support III as an additional core credit in Mathematics. Thus, 2012 and 2013 graduates may meet the four mathematics requirements for graduation by taking Mathematics I, Mathematics II, Mathematics Support III, and Mathematics III. During the Mathematics Support III class, students will focus on mathematics content from Mathematics I, Mathematics II, and Mathematics III. Completion and mastery of Math Support III will provide the mathematics support necessary to pass the GHSQT.

Dual enrollment opportunities for Math are available through Gordon College and Southern Crescent Technical College. See your counselor for more information. Application and registration deadlines apply to dual enrollment opportunities.

Social Studies

World Geography (1/2 Unit)

Prerequisite: None

Investigates regions of the world and how these regions influence the historical, economical, political and cultural development in an interdependent world. Includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth).

Honors World Geography (1/2 Unit)

Prerequisite: Gifted/Honors Criteria for S.S.

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than World Geography.

AP Human Geography (1 Unit)

Prerequisite: AP Criteria

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than Civics. This course is the equivalent of a college level geography course. Students must display strong reading, writing, analytical, and work ethic skills to be successful in this course.

The purpose of the AP Human Geography course is to introduce 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 human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice

American Gov't./Civics (1/2 Unit)

Prerequisite: None

An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.

Honors American Gov't./Civics (1/2 Unit)

Prerequisite: Gifted/Honors criteria for S.S.

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than Civics.

AP United State Government and Politics

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than Civics. This course is the equivalent of a college level U.S. government and politics course. Students must display strong reading, writing, analytical, and work ethic skills to be successful in this course.

AP United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

World History

Prerequisite: None.

A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.

Honors World History

Prerequisite: *Gifted/Honors Criteria for S.S.*

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than World History.

Advanced Placement World History

Prerequisite: *AP Selection Criteria*

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than World History. This course is the equivalent of a college level introductory World History class. Students must display strong reading, writing, analytical, and work ethic skills to be successful in this course.

Conforms to College Board topics for the Advanced Placement World History Examination. This course is the equivalent of an introductory college World History course. Students are expected to take the College Board AP exam at the completion of this course. Emphasizes the political, cultural, economic and social development and growth of civilizations. Covers the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict and the emerging interdependence of nations in the twentieth century.

U.S. History

Prerequisite: *None.*

Examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era. (EOCT)

Honors U.S. History

Prerequisite: *Gifted/Honors Criteria for S.S.*

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than U.S. History.

Advanced Placement U.S. History

Prerequisite: *AP Selection Criteria*

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than U.S. History. This course is the equivalent of a college level introductory U.S. History class. Students must display strong reading, writing, analytical, and work ethic skills to be successful in this course.

Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. (EOCT)

Economics

Prerequisite: *None*

This course required for graduation.

Local requirement – 1 unit (Full year course)

Focuses on the American economic system; covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics and international economic interdependence. Stresses the ability to analyze critically and to make decisions concerning public issues. EOCT

Honors Economics

Prerequisite: *Gifted/Honors Criteria for S.S.*

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than Economics.

This course required for graduation.

Local requirement – 1 unit (Full year course)

Same as Economics. EOCT

Advanced Placement Psychology (CP)

Prerequisite: *AP selection criteria*

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than Psychology

Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. Students are expected to take the College Board AP exam at the completion of this course.

Honors Comparative Political Systems

Prerequisite: *Gifted/Honors Criteria for S.S.*

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than college-preparatory social studies courses.

Covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and an introduction to comparative politics. Focus on study of literary models, writing, rhetoric, and debate.

Dual enrollment opportunities for Social Studies are available through Gordon College and Southern Crescent Technical College. See your counselor for more information. Application and registration deadlines apply to dual enrollment opportunities.

Programs of Study

Students should complete three courses in one program of study.

CAREER TECHNOLOGY AND AGRICULTURE

ARCHITECTURE, CONSTRUCTION, AND TRANSPORTATION

Pathway: Construction

Occupational Safety and Fundamentals

Prerequisite: None

This course is the foundational course that prepares students for a pursuit of any career in the field of construction. It prepares the student for the basic knowledge to function safely on or around a construction site and in the industry in general. It provides the student with the option for an Industry Certification in the Construction Core. This course explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. Course content discusses the causes and results of accidents and the dangers of rationalizing risks. It includes the basic content of OSHA 10-hour safety standards. It also includes the basic knowledge and skills needed in the following areas: construction math, hand and power tools used in the field, general blueprints, and basics of rigging safety. **(REQUIRED FOR PATHWAY COMPLETION.)**

Introduction to Construction-

Prerequisite: Fundamentals of Construction or Occupational Safety

This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to, and develop skills to differentiate between blueprints, as is related to each individual craft area. **(REQUIRED FOR PATHWAY COMPLETION.)**

Carpentry I

Prerequisite: Intro. To Building or Introduction to Construction

This course is preceded by Introduction to Construction. This course is the third of four courses that provides the student a solid foundation in carpentry skills and knowledge. It is the third step in gaining a Level One Industry Certification in Carpentry. This course provides an overview of the building materials used in the carpentry craft. It teaches techniques for reading and using blueprints and specifications especially as related to the carpentry craft. It provides specific knowledge and skills in site layout and floor and wall framing systems. It includes the basic industry terminology for a carpentry craftsperson. **(REQUIRED FOR PATHWAY COMPLETION.)**

Masonry I

Prerequisite: Intro. To Building or Introduction to Construction

This course is preceded by Introduction to Construction and is the third of four courses that provides the student a solid foundation in masonry skills and knowledge. It is the third step in gaining a Level One Industry Certification in Masonry. This course provides knowledge and skills needed to operate hand tools, power tools, and equipment used in mixing mortar safely. It provides the knowledge and skills needed for cutting, laying, and finishing masonry units. It provides the math knowledge and skills needed to calculate distances, areas, and volumes common in masonry work. It also provides the knowledge of the types and properties of mortar and materials used in a concrete mixture. **(REQUIRED FOR PATHWAY COMPLETION.)**

Electrical I

Prerequisite: Intro. To Building or Introduction to Construction

This course is preceded by Introduction to Construction and is the third of four courses that provides the student a solid foundation in electrical skills and knowledge. It is the third step in gaining a Level One Industry Certification in Electrical. This course builds on the concepts of electrical safety introduced in Occupational Safety. It provides knowledge of the hardware and systems used by an electrician and the basic skills to install them. It provides a general knowledge of electrical systems including series, parallel, and series-parallel circuits. It provides the basic skills and knowledge to navigate and use the National Electrical Code. It provides an introduction to the skills and knowledge of conduit bending and installation. **(REQUIRED FOR PATHWAY COMPLETION.)**

Plumbing I

Prerequisite: Intro. To Building or Introduction to Construction

This course is preceded by Introduction to Construction and is the third of four courses that provides the student a solid foundation in plumbing skills and knowledge. It is the third step in gaining a Level One Industry Certification in Plumbing. This course provides basic skills and knowledge needed to apply OSHA and EPA safety concepts and practices as related specifically to the plumbing trade. It includes the use of plumbing tools and materials. The student is introduced to the basic knowledge and application of plumbing codes. Also included is the basic skills and knowledge required to handle, estimate, and store materials used in the plumbing trade. Involved in this process is the correct interpretation and application of basic information from architectural and construction working drawings, especially as related to plumbing installation. **(REQUIRED FOR PATHWAY COMPLETION.)**

WBL: Construction

Prerequisite: CTAE and Academic area courses, WBL Eligibility Requirements

WBL is a structured combination of school-based and work-based learning. Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; a minimum of **2,000 hours of on-the-job training** with earnings based on a progressive wage schedule established by the participating employers; workplace mentoring; and instruction in general workplace competencies as well as all aspects of a chosen industry. School-based learning includes a minimum of **144 classroom hours of related academic instruction**; the selection of a career major by the 11th grade; periodic evaluations; and on-going guidance. In addition to meeting the required guidelines to be a part of the WBL Program, students are also expected to excel in these three areas: academic performance, school and workplace behavior, job performance

AGRICULTURE

Pathway: Plant Science and Horticulture

Basic Agricultural Science Technology

This course is designed as an introduction or support course for the Plant Science/Horticulture Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. **(REQUIRED FOR PATHWAY COMPLETION)**

General Horticulture and Plant science

Prerequisite: Basic Agricultural Science

This course is designed as an introduction for the Horticulture/Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. **(REQUIRED FOR PATHWAY COMPLETION)**

Nursery and Landscape

Prerequisite: Horticulture

This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. **(REQUIRED FOR PATHWAY COMPLETION.)**

WBL: Agriculture

Prerequisite: CTAE and Academic area courses, WBL Eligibility Requirements

WBL is a structured combination of school-based and work-based learning. Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; workplace mentoring; and instruction in general workplace competencies as well as all aspects of a chosen industry. In addition to meeting the required guidelines to be a part of the WBL Program, students are also expected to excel in these three areas: academic performance, school and workplace behavior, job performance

BUSINESS AND COMPUTER SCIENCE

Pathway: Small Business Development

Business Essentials

Prerequisite: none

Business Essentials is a foundations course for the Small Business Development Career Pathway. It is also appropriate for students enrolled in any Career Pathway who plan to own and operate their own businesses. The course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the global marketplace.

Legal Environment of Business

Prerequisite: Business Essentials

Legal Environment of Business is the second course in the Small Business Development Career Pathway. This course concentrates on the legal aspects of business ownership and management. Legal issues will include contracts, sales, consumer law, agency and employment law, personal and real property, risk management, environmental law, and government effects on business. The impact of ethics on business operations will be studied. International business principles are infused in the standards for Legal Environment of Business. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace. **(REQUIRED FOR PATHWAY COMPLETION.)**

Entrepreneurial Ventures

Prerequisite: Legal Environment of Business (Business Law)

Entrepreneurial Ventures is the third course in the Small Business Development Career Pathway. This course concentrates on the management skills necessary for successful business operation. Students will study management strategies for developing and implementing business plans; structuring the organization; financing the organization; and managing information, operations, marketing and human resources. International business principles are infused in the standards for Entrepreneurial Ventures. An integral component of the Entrepreneurial Ventures course is a school-based or community-based entrepreneurial venture that will engage students in the creation and management of a business and the challenges of being a small business owner. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace. **(REQUIRED FOR PATHWAY COMPLETION.)**

WBL: Business and Computer Science

Prerequisite: CTAE and Academic area courses, WBL Eligibility Requirements

WBL is a structured combination of school-based and work-based learning. Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; workplace mentoring; and instruction in general workplace competencies as well as all aspects of a chosen industry. School-based learning includes the selection of a career major by the 11th grade; periodic evaluations; and on-going guidance. In addition to meeting the required guidelines to be a part of the WBL Program, students are also expected to excel in these three areas: academic performance, school and workplace behavior, job performance.

CULINARY ARTS

Pathway: Culinary Arts

Intro to Culinary Arts

Prerequisite: None

Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts. **(REQUIRED FOR PATHWAY COMPLETION)**

Culinary Arts I

Prerequisite: Intro to Culinary Arts

Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post secondary education or a foodservice career. Building from techniques and skills learned in Foundation of Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands on skill mastery of Culinary Arts. **(REQUIRED FOR PATHWAY COMPLETION)**

Culinary Arts II

Prerequisite: Culinary Arts I

Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post secondary level or enter the foodservice industry as a proficient and well rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen. **(REQUIRED FOR PATHWAY COMPLETION)**

WBL: Culinary Arts

Prerequisite: CTAE and Academic area courses, WBL Eligibility Requirements

WBL is a structured combination of school-based and work-based learning. Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; workplace mentoring; and instruction in general workplace competencies as well as all aspects of a chosen industry. School-based learning includes the selection of a career major by the 11th grade; periodic evaluations; and on-going guidance. In addition to meeting the required guidelines to be a part of the WBL Program, students are also expected to excel in these three areas: academic performance, school and workplace behavior, job performance.

EDUCATION

Pathway: Early Childhood Education

Intro to Early Childhood Care and Education

Prerequisite: None

Introduction to Early Childhood Care prepares the student for employment in early childhood education and services. The course also provides a foundation for advanced study leading to postsecondary education and careers in related fields. The course addresses early childhood care and education and development issues that include guiding the physical, cognitive, creative, social, emotional, and moral development of children. This course of study includes planning and guiding developmentally appropriate practices for working with young children including career paths, principles and theories of child development, the creation of a developmentally appropriate learning environment, collaborative relationships and guidance, lesson planning, and appropriate response to cultural diversity and students with special needs. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a

competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training. **(REQUIRED FOR PATHWAY COMPLETION)**

Human Growth and Development

Prerequisite: Intro. To Early Childhood Care

Human Growth and Development for Early Childhood addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics that may be addressed include principles of physical, emotional, social, cognitive, and moral development; human needs across the ages and stages of childhood; impacts of family and societal crisis on the development of the child; and career decisions. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training. **(REQUIRED FOR PATHWAY COMPLETION)**

Health, Safety, and Nutrition for the Young Child

Prerequisite: Human Growth and Development

This advanced course in consumer services focuses on the development of skills to enable students to work with consumers in a variety of consumer service settings. Skills are developed in such areas as working with individuals in the exercise of their consumer rights, credit counseling, and in the management of their resources. Students also develop skills in consumer communications and public relations, product testing and demonstration, and consumer advocacy.

In order to ensure that students master these performance standards, it is recommended that some type of work-based learning component be incorporated into the program. The students could participate in specially organized consumer services projects in the community, be concurrently enrolled in a Consumer Services Co-op/Internship, enrolled in an Internship prior to the completion of the program; or the students could participate in specially designed consumer services projects in a school-based setting.

REQUIRED FOR PATHWAY COMPLETION)

WBL: Early Childhood Education

Prerequisite: CTAE and Academic area courses, WBL Eligibility Requirements

WBL is a structured combination of school-based and work-based learning. Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; workplace mentoring; and instruction in general workplace competencies as well as all aspects of a chosen industry. School-based learning includes the selection of a career major by the 11th grade; periodic evaluations; and on-going guidance. In addition to meeting the required guidelines to be a part of the WBL Program, students are also expected to excel in these three areas: academic performance, school and workplace behavior, job performance/

ENGINEERING AND TECHNOLOGY

Pathway: Engineering

Foundations of Engineering and Technology

Prerequisite: None

Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation. **(REQUIRED FOR PATHWAY COMPLETION)**

Engineering Concepts

Prerequisite: Foundations of Engineering and Technology

Engineering Concepts is second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities. **(REQUIRED FOR PATHWAY COMPLETION)**

Engineering Applications

Prerequisite: Engineering Concepts

Engineering Applications is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawings and prototypes. **(REQUIRED FOR PATHWAY COMPLETION)**

WBL: Engineering

Prerequisite: CTAE and Academic area courses, WBL Eligibility Requirements

WBL is a structured combination of school-based and work-based learning. Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; workplace mentoring; and instruction in general workplace competencies as well as all aspects of a chosen industry. School-based learning includes the selection of a career major by the 11th grade; periodic evaluations; and on-going guidance. In addition to meeting the required guidelines to be a part of the WBL Program, students are also expected to excel in these three areas: academic performance, school and workplace behavior, job performance.

GOVERNMENT AND PUBLIC SAFETY

Pathway: Military Science (Army JROTC)

Army JROTC LET I

Prerequisite: None

This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service. **(REQUIRED FOR PATHWAY COMPLETION)**

Three years of JROTC credit may be used for the required Health and Personal Fitness credits.

Army JROTC LET II

Prerequisite: Army JROTC I

This course includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service. **(REQUIRED FOR PATHWAY COMPLETION)**

Three years of JROTC credit may be used for the required Health and Personal Fitness credits.

Army JROTC LET III

Prerequisite: Army JROTC II

This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service. **(REQUIRED FOR PATHWAY COMPLETION)**

Three years of JROTC credit may be used for the required Health and Personal Fitness credits.

Army JROTC LET IV

Prerequisite: Army JROTC III

Enhances level-three skills; offers options for more in-depth study of previous topics and practice of leadership, communication, managerial, and decision-making skills. Emphasizes career awareness and continuing education options.

Army JROTC LET V – Leadership

Prerequisite: Army JROTC III and Instructor Recommendation

Provides leadership training and work experiences for those JROTC students holding key staff and command positions.

HEALTHCARE SCIENCE

Pathway: Therapeutic Services –Medical Services

Introduction to Introduction to Healthcare Science

Prerequisite: None

Introduction to Healthcare Science is a foundations course for the Therapeutic Services Career Pathway. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course 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. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health

Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses. **(REQUIRED FOR PATHWAY COMPLETION)**

Applications of Therapeutic Services

Prerequisite: Introduction to Healthcare Science

Applications of Therapeutic Services is an intermediate course for the Therapeutic Services Career Pathway and is designed to provide an overall framework of basic skills utilized in the provision of direct client care. Monitoring and evaluating client status includes assessment techniques such as vital signs, as well as, the application of mathematical concepts appropriate to clinical expectations and/or work-based learning. The function and fundamental pathophysiology of each body system is evaluated prior to community first aid and basic life support techniques which are expanded to include rescue skills for infants and children. Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work based learning and may receive recognition for their accomplishments through a variety of venues locally, regionally, and nationally such as the American Red Cross, American Heart Association, Health Occupations Students of America (HOSA), and the National Consortium on Health Science and Technology Education (NCHSTE). Upon completion of this course and pre-requisites students who successfully master these standards will be eligible to sit for a National Certificate of Proficiency or Mastery, issued in partnership between NCHSTE and National Occupational Competency Testing Institute (NOCTI). **(REQUIRED FOR PATHWAY COMPLETION)**

General Medicine

Prerequisite: Applications of Therapeutic Services

The course is designed to offer students (preferably upper classmen -juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of each of the major departments of the average acute care setting/hospital, including but not limited to: Orthopedics, Cardiology, Diagnostic Imaging, MedSurg, Gastroenterology, Urology, and Customer Care Services. Students focusing on a career path in medicine (Pre-Med) or on a career in one of the ancillary departments noted above will apply classroom/lab knowledge and skills in the clinical setting as they participate in direct client care. The work-based learning strategy appropriate for this course is a minimum 40-hour clinical practicum. **(REQUIRED FOR PATHWAY COMPLETION)**

Nursing Essentials

Prerequisite: Applications of Therapeutic Services

This course is designed to provide students with skills necessary to function as a Nursing Assistant in a variety of health care settings. Nursing Assistant introduces students to a variety of skills such as patient care, legal and ethical issues, documentation, anatomy and physiology, and nutrition. **(REQUIRED FOR PATHWAY COMPLETION) May be completed through dual enrollment with SCTC.**

Emergency and Disaster Preparedness

Prerequisite: Introduction to Healthcare

Emergency and Disaster Preparedness is a preparatory course for the Peach State Pathway's Emergency Services career path which permits students the opportunity to explore the world of pre-hospital emergency care while attaining skills for dealing with disasters and emergency situations, including but not limited to: Disaster Psychology, Medical Assistance, Search/Rescue Techniques, and Fire Chemistry . The course culminates with students demonstrating their skills through participation in a simulated disaster scenario. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as Federal Emergency Management Agency (FEMA) and Georgia Emergency Management Agency (GEMA). Upon completion of the course requirements and the final disaster simulation, students are eligible to obtain certifications in School Emergency Response Team (TEENSERT), American Heart Association's (AHA) Basic Life Support, and/or American Red Cross (ARC) First Aid and CPR.

WBL: Healthcare Science

Prerequisite: CTAE and Academic area courses, WBL Eligibility Requirements

WBL is a structured combination of school-based and work-based learning. Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; workplace mentoring; and instruction in general workplace competencies as well as all aspects of a chosen industry. School-based learning includes the selection of a career major by the 11th grade; periodic evaluations; and on-going guidance. In addition to meeting the required guidelines to be a part of the WBL Program, students are also expected to excel in these three areas: academic performance, school and workplace behavior, job performance.

Dual enrollment opportunities for technical courses are available through Southern Crescent Technical College. See your counselor for more information. Application and registration deadlines apply to dual enrollment opportunities.

Additional Career Technical Electives

Marketing Principles

Prerequisite: None

Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is highly advantageous for students to participate in a school-based enterprise where available.

Robotics and Automated Systems

Prerequisite: None

Upon completing this course, students will be able to apply their knowledge of computer aided design (CAD), computer numerical control (CNC), robotics, computer assisted manufacturing (CAM), programmable logic controllers, automated guided vehicles (AGV), and computer integrated manufacturing (CIM)

Financial Literacy

Prerequisite: None

Students need to be informed about their financial responsibilities today and to prepare for the real choices ahead. In this course they will learn about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. Business partnerships with financial companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Tools for College Success

Prerequisite: None

This course focuses on ACT/SAT Test preparation as well as college planning selection and scholarship/financial aid planning.

FINE ARTS

Arts and Humanities includes the areas of Dramatic Arts, Music, and Visual Arts.

VISUAL ARTS

Visual Arts/Comprehensive I

Prerequisite: None

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.

Visual Arts/Comprehensive II

Prerequisite: None

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. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two- and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.

Visual Arts/Comprehensive III

Prerequisite: VA II

Enhances level-two skills in art history, art criticism, aesthetic judgment and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists.

Visual Arts/Comprehensive IV

Prerequisite: VA III

Enhances level-three skills and provides opportunities to apply technical, expressive and compositional principles to video production. Interprets individual ideas with emphasis on compositional principles. Collaborates with other design team members. Evaluates own video art and video art of other artists based on a predetermined set of criteria. Talks about the aesthetic merit of video art.

Visual Arts/ Graphics I (Yearbook)

Prerequisite: Teacher Recommendation

Introduces graphic design as seen in posters, advertisements, logos, illustrations, signs and package or product designs. Covers selected graphic design elements, vocabulary and the media, tools, equipment, techniques, processes and styles used for graphics. Investigates the historical development of graphics design and its function in contemporary society. Stresses using the computer as a major design tool; explores career opportunities. Yearbook production is the focus of this course.

AP Studio Art: Drawing

Prerequisite: AP Eligibility Guidelines – Teacher Recommendation

This is the equivalent of a college-level art class. Pacing, assignments, and delivery models are more demanding than high school level art classes. Students should demonstrate strong artistic ability and work habits to be successful in this class.

Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

DRAMATIC ARTS/PUBLIC SPEAKING/JOURNALISM

Public Speaking – Oral Communications

Prerequisite: None

Focuses on critical thinking, organizing, and communicating appropriately to different audiences; presents methods to develop and arrange ideas and information in written form for effective oral delivery. Emphasizes writing and public speaking skills.

Dramatic Arts/Fundamentals of Theatre I

Prerequisite: None

Serves as prerequisite for other theater/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.

Dramatic Arts/Acting I

Prerequisite: Dramatic Arts/Fundamental I

Introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions and ideas; enhances self-confidence and self-awareness. Focuses on scene study.

Dramatic Arts/Acting II

Prerequisite: Dramatic Arts/Acting I

Enhances level-one skills with emphasis on classical and historical scene study.

Dramatic Arts/Acting III

Prerequisite: Dramatic Arts/Acting II

Enhances level-one and level-two skills taught in Acting I and Acting II. Emphasizes advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises. The course can also provide opportunities to compete in literary competitions and one-act play festivals.

Dramatic Arts/Film/Video/TV I

Prerequisite: None

Provides an overview of film, television and video and their relationship to drama and theater. Covers technical considerations of program production and the interactive roles of the director, actor, choreographer and technical designers. Provides opportunities to analyze film, television and video productions and to develop criteria to evaluate these media forms.

Dramatic Arts/Film/Video/TV II

Prerequisite: None

Enhances level-one skills and focuses on the production of a product in video format.

Journalism I

This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copy writing, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing.

Journalism II

Prerequisite: Journalism I

The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing.

MUSIC

Music Appreciation

Prerequisite: None

Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music.

AP Music Theory

Prerequisite: Teacher Recommendation

A major component of any college music curriculum is a course introducing the first-year student to musicianship, theory, musical materials, and procedures. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music, etc.). It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes. The student's ability to read and write musical notation is fundamental to such a course. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument.

Beginning Band I (Concert Band)

Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

Beginning Band II (Concert Band)

Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences.

Beginning Band III (Concert Band)

Enhances level-two skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production and analysis; includes historical and cultural contributions and influences, creative aspects of music and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble; stresses individualized learning and group experiences.

Beginning Band IV (Concert Band)

Enhances level-three skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production and analysis; includes historical and cultural contributions and influences, creative aspects of music and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble; stresses individualized learning and group experiences.

Intermediate Band I (Percussion Band)***Prerequisite: Teacher Recommendation***

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.

Intermediate Band II (Percussion Band)***Prerequisite: Interm Band I or teacher recommendation***

Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

Intermediate Band III (Percussion Band)***Prerequisite: Interm Band II or teacher recommendation***

Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

Intermediate Band IV (Percussion Band)***Prerequisite: Interm Band III or teacher recommendation***

Enhances level-three skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

Advanced Band I (Symphonic Band)***Prerequisite: Interm Band IV or teacher recommendation***

Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.

Advanced Band II (Symphonic Band)***Prerequisite: Adv. Band I or teacher recommendation***

Enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

Advanced Band III (Symphonic Band)***Prerequisite: Advanced Band II or teacher recommendation***

Enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

Advanced Band IV (Symphonic Band)***Prerequisite: Advanced Band III or teacher recommendation***

Enhances level-three skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

Beginning Mixed Chorus I***Prerequisite: None***

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.

Beginning Mixed Chorus II

Prerequisite: Beginning Mixed Chorus I or teacher recommendation

Enhances level-one skills and provides further 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. Stresses self-paced progress and group experiences.

Beginning Mixed Chorus III

Prerequisite: Beginning Mixed Chorus II or teacher recommendation

Enhances level-two skills and provides further 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. Stresses self-paced progress and group experiences..

Intermediate Mixed Chorus I

Prerequisite: Beginning Mixed Chorus IV or teacher recommendation

Provides intermediate-level performers opportunities to increase 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.

Intermediate Mixed Chorus II

Prerequisite: Intermediate Mixed Chorus I or teacher recommendation

Enhances level-one skills and provides intermediate-level performers further opportunities to increase 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. Stresses self-paced progress and group experiences.

Intermediate Mixed Chorus III

Prerequisite: Intermediate Mixed Chorus II or teacher recommendation

Enhances level-two skills and provides intermediate-level performers further opportunities to increase 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. Stresses self-paced progress and group experiences.

Intermediate Mixed Chorus IV

Prerequisite: Intermediate Mixed Chorus IV or teacher recommendation

Provides advanced-level performers opportunities to increase 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.

Advanced Mixed Chorus I

Prerequisite: Intermediate Mixed Chorus IV or teacher recommendation

Provides advanced-level performers opportunities to increase 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.

Advanced Mixed Chorus II

Prerequisite: Advanced Mixed Chorus I or teacher recommendation

Enhances level-one skills and provides advanced-level performers further opportunities to increase 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. Stresses self-paced progress and group experiences.

Advanced Mixed Chorus III

Prerequisite: Advanced Mixed Chorus II or teacher recommendation

This course enhances level-two skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. It also stresses self-paced progress and group experiences.

Advanced Mixed Chorus IV

Prerequisite: Advanced Mixed Chorus III or teacher Recommendation

Enhances level-three skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

MODERN LANGUAGE/LATIN

(Third Year MLL courses offered based on enrollment and teacher availability.)

German I

Prerequisite: None

Introduces the German language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of German-speaking cultures.

German II (CP)

Prerequisite: German I

Enhances Level One skills in German and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of German-speaking cultures.

German III (CP)

Prerequisite: German II and teacher recommendation

Enhances Level Two skills in German and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of German-speaking cultures.

Latin I

Prerequisite: None

This course provides an introduction to the basic grammar, syntax, and vocabulary of Latin on a comparable basis with English. A brief survey of Roman culture is included for understanding of Latin idiomatic expressions. English vocabulary derived from Latin will be emphasized.

Latin II (CP)

Prerequisite: Latin I

Enhances Level One skills and provides opportunities to translate longer, more challenging passages. Emphasizes how ancient Roman language and civilization has influenced Western language and civilization.

Latin III (CP)

Prerequisite: Latin II and teacher recommendation

Enhances previously learned skills and introduces original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels. The authors whose works are studied are Catullus, Cicero, Horace, Ovid, and Vergil. Selected works from authors such as Aulus Gellius, Juvenal, Livy, Martial, Cornelius Nepos, Plautus, Sallust, Pliny, as well as authors from later Latin, can be included. Explores the political, economic, social characteristics represented in the works studied and examines the various writing styles of the authors.

Spanish I

Prerequisite: None

Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.

Spanish II (CP)

Prerequisite: Spanish I

Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.

Spanish III (CP)

Prerequisite: Spanish II

Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.

Advanced Placement Spanish

Prerequisite: Teacher recommendation

This course is designed for advanced-level college prep. students. Content, pacing, assignments, and delivery models are more demanding than high school Spanish courses. Students must display strong reading, writing, analytical, and work ethic skills to be successful in this course.

The AP Spanish Language course is designed to be comparable to advanced level (fifth- and sixth- semester or the equivalent) college/university Spanish language courses. AP Spanish Language is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had appropriate course work in the language.

Health and Personal Fitness

Health

Prerequisite: None

This is a one semester course.

This course is required for graduation.

Explores the mental, physical, and social aspects of life and how each contributes to total health and well-being; emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health.

Personal Fitness

Prerequisite: None

This is a one semester course.

This course is required for graduation.

Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness.

NOTE: 3 credits of JROTC will satisfy HPF requirement.

Students may elect to take 3 credits (3 years) JROTC in place of Health and Personal Fitness. Students who do not earn 3 JROTC credits prior to their senior year will be scheduled for Health and Personal Fitness as seniors.

Weight Training

Prerequisite: None

Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits.

Advanced Weight Training

Prerequisite: Weight Training

Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.

Introduction to Team Sports

Prerequisite: None

Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.

Advanced Team Sports

Prerequisite: Introduction to Team Sports

Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.

English to Speakers of Other Languages

Students who meet requirements for Georgia's ESOL program may require special courses designed to meeting their learning needs. Counselors and the system ESOL coordinator will work with these students to select appropriate courses.

It is the policy of the Griffin-Spalding County School System not to discriminate on the basis of sex, race, age, color, religion, national origin or disability in its educational programs, activities or employment practices.