# Harris County High School

8281 GA Hwy 116
Hamilton, GA 31811
Phone: 706-628-4278
Fax: 706-628-0160

## BOARD OF EDUCATION

| | |
|---|---|
| Superintendent | Dr. James Martin |
| District #6/Chair | Steve Goodnoe |
| District #1/Vice Chair | Shane Lipp |
| District #2 | Morgan Marlowe |
| District #3 | Dr. Jack Stewart |
| District #4 | W. Scott Greene |
| District #5 | Bethany Lucas |
| District #7 | Dr. Monica Sparks |

The school board meets the first and second Thursday of each month in the boardroom at the Central Office.

## DEPARTMENT CHAIRS

| | |
|---|---|
| Language Arts | Lane Tyus |
| Foreign Language | Maritza Alamo |
| Social Studies | Bette Mobley |
| Math | Emilee Braddy |
| Science | Sherrad Hayes |
| Fine Arts | Pamela Pope |
| Physical Education | Mindy Johnson |
| Special Education | Lynn McMichael |
| CTAE | Tim Cockrell |

## DISTRICT CONTACT

| | |
|---|---|
| Central Office | 706-628-4206 |
| Special Ed. Office | 706-628-4206 |
| Food Services | 706-628-4172 |
| Transportation | 706-628-4220 |
| Maintenance | 706-628-4220 |

## OFFICE STAFF

| | |
|---|---|
| Principal's Secretary | Lilla Daniel |
| Bookkeeper | Deborah Browning |
| Attendance Secretary | Kristi Hubbard |
| Receptionist | Jeannie Hughes |
| Lunchroom Director | Joyce Robinson |
| Media Clerk | Gina Durham |
| School Nurse | Cheryl Batts |
| Computer Lab Clerk | Katie Derra |
| Computer Lab Clerk | Leigh Kosobucki |
| Data Clerk | Tara Hale |
| Guidance Secretary | Myra Bledsoe |
| Registrar/Athletic Secretary | Kim Moxley |

## HARRIS COUNTY H.S. DIRECTORY

| | |
|---|---|
| Principal | Todd Stanfill |
| Assistant Principal | Laura Jackson |
| Assistant Principal/Athletic Director | Daniel Durham |
| Assistant Principal | Donna Patterson |
| Assistant Principal/CTAE Director | Tim Cockrell |
| Guidance Director | Jonathan Phillips |
| Counselor | Tammy Bailey |
| Counselor | Nikki Greiner |
| Counselor | Amanda Elliott |
| Media Center | Janet Champion |
| Visitor Liason | Teresa Teasley |
| Resource Officer | As assigned |

# TABLE OF CONTENTS

# VERY IMPORTANT - READ ALL OF THESE STEPS BEFORE BEGINNING!

1. Read the **"Graduation Course Requirements"** on page 7 to understand the courses students are required to take for graduation.

2. **Use your transcript** to complete the transcript worksheet. Use this worksheet to check off the classes you have completed. This should be your guide to help you choose the required classes you NEED to take next year.

3. Read through the section titled **"Course descriptions and course numbers"**. These are the courses that will be offered this school year (pending on number of requests.) **IT IS VERY IMPORTANT TO READ THE REQUIRED PRE-REQUISITES.**

4. **Using your registration form, complete your course requests.** Choose electives on the back of your registration form. You need to select four electives and you must choose three alternatives that you could possibly be scheduled to take in case one of your original request conflicts with another class. THERE IS A HIGH POSSIBILITY THAT YOU COULD BE SCHEDULED TO TAKE ONE OF YOUR ALTERNATIVES. TAKE THIS SERIOUSLY WHEN CHOOSING!

5. **If a course requires an application it will be noted under the course name and number found in the course description section.** Go to Appendix A, tear out the application and fill it out, The application is to be ***turned in WITH YOUR REGISTRATION FORM.*** If an application is required and you do not turn on in, you will NOT be registered for that course!

6. Registration forms will be picked up during the week of registration. If you or your parents have questions about registration or required classes, please make an appointment to meet with your counselor.



# Graduation Course Requirements

**English:** 9th Lit/Comp, 10th Lit/Comp, American Lit/Comp, English Lit/Comp

**Social Studies:** World History, U.S. History, American Government/Economics

**Science:** Biology, Physical Science or Physics, Chemistry or Environmental Science, Science Elective (Fourth science may be used to meet both the science and elective requirements.)

**Mathematics:**

| Regular | Accelerated | Support |
|---|---|---|
| GSE Algebra I | GSE ACC Algebra I/Geometry | GSE Algebra I Year |
| GSE Geometry | GSE ACC Geometry/Algebra II | GSE Geometry Year |
| GSE Algebra II | GSE ACC Pre-Calculus | GSE Algebra II Year |
| 4th Course in Higher Math | 4th Course in Higher Math (AP Options) | 4th Course in Higher Math |

**Health/Personal Fitness:** 1 unit is required for all students; Three units of JROTC may be used to meet the requirement.

**CTAE and/or Foreign Language and/or Fine Arts:** A total of three units are required from Career Technical courses and/or Foreign Language and/or Fine Arts for all students. Students planning to enter or transfer into a University of Georgia institution or other post-secondary institution must take two units of the same Foreign Language.

**Electives:** A total of nine units.

Total units required for graduation = **28 units**

## 2016-17 Harris County High School CTAE Clusters & Pathways

| | |
|---|---|
| Agriculture, Food & Natural Resources: Horticulture & Animal Science Pathway (FFA)<br>*Basic Agriculture Science<br>**General Horticulture<br>***Animal Science | Agriculture, Food & Natural Resources: Horticulture & Forest Science Pathway (FFA)<br>*Basic Agriculture Science<br>**General Horticulture<br>***Forest Science<br>***Wildlife Management (Optional) |
| Architecture and Construction:<br>Machining –Pathway (SkillsUSA)<br>*Industry Fundamentals & Occupational Safety<br>**Intro to Metals<br>***Machining Operations | Architecture and Construction:<br>Welding Pathway (SkillsUSA)<br>*Industry Fundamentals & Occupational Safety<br>**Intro to Metals<br>***Welding |
| Arts, Audio/Video, Technology & Communications:<br>Graphic Design Pathway (SkillsUSA)<br>*Intro to Graphics & Design<br>**Graphics Design & Communications<br>***Graphic Output Processes | Arts, Audio/Video, Technology & Communications:<br>Graphic Communications Pathway (SkillsUSA)<br>*Intro to Graphics & Design<br>**Graphics Design & Communications<br>***Advanced Graphic Design |
| Health Science: Therapeutic Services/Patient Care Pathway (HOSA)<br>*Intro to Healthcare Science<br>**Essentials of Healthcare<br>***Patient Care Fundamentals | Health Science: Therapeutic Services/Sports Medicine & Medicine Pathway (HOSA)<br>*Intro to Healthcare Science<br>**Essentials of Healthcare<br>***Allied Health & Medicine |
| Marketing:<br>Marketing & Management Pathway (DECA)<br>*Marketing Principles<br>**Marketing & Entrepreneurship<br>***Marketing & Management | Business Management & Administration: Business & Technology Pathway (FBLA)<br>*Intro to Business & Technology<br>**Business & Technology<br>***Business Communications |
| Government & Public Administration:<br>JROTC Army Pathway<br>JROTC IA<br>JROTC IB<br>JROTC IIA<br>JROTC IIB<br>JROTC IIIA<br>JROTC IIIB<br>JROTC IVA<br>JROTC IVB | Information Technology: Web and Digital Design Pathway (FBLA)<br>*Intro to Digital Technology<br>**Digital Design<br>***Web Design |
| Law, Public Safety, Corrections, & Security:<br>Criminal Investigations Pathway (SkillsUSA)<br>*Intro to Law, Public Safety, Corrections, & Security<br>**Criminal Justice Essentials<br>***Criminal Investigations | |
| Education & Training:<br>Teaching as a Profession Pathway<br>*Examining the Teaching Profession<br>**Contemporary Issues in Education<br>***Teaching as a Profession Practicum | |
| Science, Technology, Engineering, Mathematics:<br>Engineering Drafting & Design Pathway (TSA)<br>*Intro to Drafting & Design<br>**Survey of Engineering Drawing<br>***3D Modeling & Analysis | |
| Transportation, Distribution & Logistics:(SkillsUSA)<br>Automobile Maintenance Light Repair Pathway<br>*Basic Maintenance & Light Repair<br>**Intermediate Maintenance & Light Repair<br>***Advanced Maintenance & Light Repair | |
| Architecture and Construction:<br>Drafting & Design Pathway (SkillsUSA)<br>*Intro to Drafting & Design<br>**Architectural Drawing & Design I<br>***Architectural Drawing & Design II | |



TRANSCRIPT WORKSHEET

Use this worksheet along with your transcript to identify the courses you need to take.

| **Language Arts (4 credits)** | "X" |
|---|---|
| 9th Lit/Comp | |
| 10th Lit/Comp | |
| 11th Lit/Comp | |
| 12th Lit/Comp | |

| **Mathematics (4 credits)** | "X" |
|---|---|
| GSE Algebra | |
| GSE Geometry | |
| *GSE Algebra II | |
| Math Elective | |
| ***OR*** | |
| GSE ACC Algebra I/Geometry | |
| *GSE ACC Geometry/Algebra II | |
| *GSE ACC Pre-Calculus | |
| *Statistics | |
| *Calculus | |
| *Honors Calculus/AP Calculus | |
| *AP Statistics | |

| **Social Studies (3 credits)** | "X" |
|---|---|
| World History | |
| US History | |
| Am Govt/Economics | |

| **Science (4 credits)** | "X" |
|---|---|
| Environmental Science or Chemistry | |
| Biology | |
| Physical Science or Physics | |
| *Physics – can replace Physical Science | |
| *Chemistry | |
| Oceanography | |
| *Anatomy/Physiology | |
| *Forensic Science | |

| **Health/PE (.5 credit each)** | "X" |
|---|---|
| Health/Personal Fitness | |
| **Foreign Language (2 credits in the same language are required by any University System of Georgia institution)** | "X" |
| Spanish I or French I | |
| *Spanish II or French II | |

| **Career Pathway Courses – See Pathway Chart** | | | |
|---|---|---|---|
| Drama | | | |
| Visual Arts | | | |
| Band | | | |
| Chorus | | | |
| Career Technical Courses | 1 | 2 | 3 |
| Forestry/Natural Resources | | | |
| Veterinary Science | | | |
| Transportation Logistical Support | | | |
| Graphic Design | | | |
| Graphic Communication | | | |
| Therapeutic Services-Medicine | | | |
| Therapeutic Services-Nursing | | | |
| Architectural Drawing/ Design | | | |
| Engineering Graphics/ Design | | | |
| Metals Technology | | | |
| Teaching as a Profession | | | |
| Administrative/ Information Support | | | |
| Small Business Development | | | |
| Marketing and Management | | | |
| Interactive Media | | | |
| JROTC | | | |

**Electives: All other courses. A total of (9) elective credits are required.**

| | Course Title |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

**Meets HOPE Rigor Requirement*

**7 credits – 10th grade** **20 credits – 12th grade**
**14 credits – 11th grade** **28 credits required to graduate**

# CTAE CLUBS

Career Technical Student Organization (CTSO)

**DECA: Marketing**
Advisor: Samantha Henderson

**FBLA: Business/Computers**
Advisors: Memory Reed & Maxine Cody

**FFA: Agriculture**
Advisor: Jay Borden

**HOSA: Healthcare**
Advisors: Patsy Boykin & Shannon Bright

**SkillsUSA: Trade & Industrial**
Advisors: Cheryl Rees, Kennis Thomas, Kristopher Martinez, Mark Howington & Austin Shepherd

**TSA: Technology/Engineering**
Advisor: Ryan Miller



**LANGUAGE ARTS**
* Honors, Honors/Accelerated, and AP courses are available where noted. These courses are more advanced and require more reading and writing than do the regular Language Arts courses.

9th Lit/Comp
9 Lit/Comp integrates writing grammar and usage, literature, speaking, listening, and critical thinking skills. It also presents the writing process and the reading of multicultural literature through genre-based and thematic-based approaches.

9 Honors Lit/Comp
This course provides an overview of varied literary selections on a gifted/honors level. It integrates writing grammar and usage, literature, speaking, listening, and critical thinking skills. It also presents the writing process and the reading of multicultural literature through genre-based and thematic-based approaches. Students in Honors' level classes are asked to analyze content of the literature studied more deeply and critically write about the literature studied more completely. SUMMER READING IS REQUIRED TO PARTICIPATE IN HONORS NINTH LITERATURE. AN ASSESSMENT WILL BE ADMINISTERED DURING THE FIRST WEEK OF SCHOOL TO STUDENTS THAT COVERS SUMMER READING MATERIAL. *STUDENTS WILL READ ONE BOOK DURING THE SUMMER.

**9 Honors/Accelerated Lit**
Accelerated/honors Ninth Literature students read and write extensively and conduct a rigorous study of literary analysis. Accelerated Literature students improve and refine their communication skills through writing, speaking/listening, and visual representation. In addition, they plan, draft, and complete a variety of written compositions on a regular basis, both in timed and untimed environments, and class rigor is increased. Honors/Accelerated Literature serves as the initial preparation for AP English Literature and AP English Language. SUMMER READING IS REQUIRED TO PARTICIPATE IN HONORS/ACCELERATED NINTH LITERATURE. AN ASSESSMENT WILL BE ADMINISTERED DURING THE FIRST WEEK OF SCHOOL TO STUDENTS THAT COVERS SUMMER READING MATERIAL, AND STUDENTS WILL SUBMIT A PROJECT PORTION COMPLETED DURING THE SUMMER. *STUDENTS WILL READ TWO BOOKS DURING THE SUMMER.

**10th Lit/Comp (Pre-requisite: 9th Lit/Comp)**
10 Lit/Comp develops descriptive, personal narrative, expository, and persuasive writing skills and includes grammar, mechanics, and usage. It introduces world literature, poetry, short stories, novels, drama, and classical mythology. 10 Lit/Comp stresses vocabulary development and requires written literary analysis.

**10 Honors Lit/Comp**
This course provides an overview of varied literary selections on a gifted/honors level. It develops descriptive, personal narrative, expository, and persuasive writing skills and includes grammar, mechanics, and usage. It also introduces world literature, poetry, short stories, novels, drama, and classical mythology. It stresses vocabulary development and requires written literary analysis. Students in Honors' level classes are asked to analyze content of the literature studied more deeply and critically write about the literature studied more completely. SUMMER READING IS REQUIRED TO PARTICIPATE IN HONORS TENTH LITERATURE. AN ASSESSMENT WILL BE ADMINISTERED DURING THE FIRST WEEK OF SCHOOL TO STUDENTS THAT COVERS SUMMER READING MATERIAL. *STUDENTS WILL READ ONE BOOK DURING THE SUMMER.

**Honors/Accelerated Tenth Lit/Comp (Prerequisite: 9th Lit/Comp)**
Honors/Accelerated Literature students read and write extensively and conduct a rigorous study of literary analysis. Honors/Accelerated Literature students improve and refine their communication skills through writing, speaking/listening, and visual representation. In addition, they plan, draft, and complete a variety of written compositions on a regular basis, both in timed and untimed environments, and class rigor is increased. Honors/Accelerated Literature serves as initial preparation for AP English Language and AP English Literature.
SUMMER READING IS REQUIRED TO PARTICIPATE IN HONORS/ACCELERATED TENTH LITERATURE. AN ASSESSMENT WILL BE ADMINISTERED DURING THE FIRST WEEK OF SCHOOL TO STUDENTS THAT COVERS SUMMER READING MATERIAL, AND STUDENTS WILL SUBMIT A PROJECT PORTION COMPLETED DURING THE SUMMER.
*STUDENTS WILL READ TWO BOOKS DURING THE SUMMER.

**11th Lit/Comp (Pre-requisite: 10th Lit/Comp)**
This course provides an overview of American Literature from Native Americans – present. 11 Lit/Comp offers opportunities to improve reading, writing, speaking/listening, and critical thinking skills through the study of American literature. It also emphasizes developing control in expository writing (thesis support), moving toward precision in expository, argumentative, and persuasive writing.

*** Honors 11th American Lit/Comp**
This course provides an overview of varied literary selections on a gifted/honors level. This course provides an overview of American Literature from Native Americans-present. It involves study of literary selections from American writers organized chronologically or thematically. It also emphasizes developing control in expository writing (thesis support), moving toward precision in expository and analytical writing. Students in Honors' level classes are asked to analyze content of the literature studied more deeply and critically write about the literature studied more completely. SUMMER READING IS REQUIRED TO PARTICIPATE IN HONORS ELEVENTH LITERATURE. AN ASSESSMENT WILL BE ADMINISTERED DURING THE FIRST WEEK OF SCHOOL TO STUDENTS THAT COVERS SUMMER READING MATERIAL. *STUDENTS WILL READ ONE BOOK DURING THE SUMMER.

***AP Language Composition and Honors 11th American Lit/Comp (Pre-requisite: Pre-AP Tenth Lit)**
Advanced Placement Language Composition is a year-long course that is required to be the equivalent of a freshman college English course so class rigor is increased. Students must register for both courses. This AP series meets the 11th grade Language Arts requirements. This course emphasizes critical thinking, reading, and writing through the study and discussion of expository, analytical, and argumentative essays. It also stresses the connection between reading and writing mature prose. SUMMER READING IS REQUIRED TO PARTICIPATE IN AP LANGUAGE COMPOSITION. STUDENTS ARE RESPONSIBLE FOR A JOURNALING ASSIGNMENT DISCUSSING SUMMER READING MATERIAL TO BE COMPLETED BY THE FIRST DAY OF SCHOOL, AND STUDENTS WILL WRITE AN AP LEVEL ESSAY THAT COVERS SUMMER READING MATERIAL DURING THE FIRST WEEK OF SCHOOL.

**12th English Lit/Comp (Pre-requisite: 11th Lit/Comp)**
This course provides an overview of British Literature from 449 – present. In addition, the student will complete a Senior English Project. It involves study of literary selections from British/English writers organized chronologically or thematically. It also emphasizes developing control in expository writing (thesis support), moving toward precision in expository and analytical writing.

*** Honors 12th English Lit/Comp**
This course provides an overview of varied literary selections on a gifted/honors level. This course provides an overview of British Literature from 449 – present. In addition, the student will complete a Senior English Project. It involves study of literary selections from British/English writers organized chronologically or thematically. It also emphasizes developing control in expository writing (thesis support), moving toward precision in expository and analytical writing. Students in Honors' level classes are asked to analyze content of the literature studied more deeply and critically write about the literature studied more completely. SUMMER READING IS REQUIRED TO PARTICIPATE IN HONORS TWELFTH LITERATURE. AN ASSESSMENT WILL BE ADMINISTERED DURING THE FIRST WEEK OF SCHOOL TO STUDENTS THAT COVERS SUMMER READING MATERIAL. *STUDENTS WILL READ ONE BOOK DURING THE SUMMER.

*** AP Literature/Composition and Honors 12th English Lit/Comp**
Advanced Placement Literature Composition is a year-long course that is required to be the equivalent of a freshman college English course so class rigor is increased. Students must register for both courses. This AP series meets the 12th grade Language Arts requirements. It also covers the study and practice of writing and the study of literature. It emphasizes writing critical analyses of literature and includes essays in exposition and argument, poetry, drama, prose fiction, and expository literature. SUMMER READING IS REQUIRED TO PARTICIPATE IN AP LITERATURE/COMPOSITION. STUDENTS ARE RESPONSIBLE FOR A JOURNALING ASSIGNMENT DISCUSSING SUMMER READING MATERIAL TO BE COMPLETED BY THE FIRST DAY OF SCHOOL, AND STUDENTS WILL WRITE AN AP LEVEL ESSAY THAT COVERS SUMMER READING MATERIAL DURING THE FIRST WEEK OF SCHOOL.

**Dual Enrollment** - Students taking college level English at CSU or CTI may will be required to complete an alternative senior project assignment in addition to college work.
ENGL1101 (fulfill the requirements for college admission)
ENGL1102 (prerequisite: at least a 3 on the AP Language or Literature exam or ENGL1101)

**LANGUAGE ARTS ELECTIVES**
MUST TURN IN A JOURNALISM APPLICATION TO REGISTER FOR ANY JOURNALISM COURSE: See Appendix A

**YEARBOOK**
Journalism I (yearbook)
Journalism II (yearbook) (Pre-requisite - Journalism I)
Journalism III (yearbook (Pre-requisite - Journalism II)
Journalism IV (yearbook)(Pre-requisite - Journalism III)
Journalism explores journalistic writing through analysis of newspapers, literary, magazines, and broadcast journalism publications; concentrates on purpose, influence, structure, and language us through reading, writing, and critical thinking. It also covers news gathering, ethics, copy writing, editing, and revising. It may include typesetting, circulation, and production as minor aspects if a publication is produced.

**Broadcast Journalism** This course may not be offered each academic year.
Students in Broadcast Journalism will discover a world of emerging technologies and social media and how to harness these tools for reporting and storytelling. The ability to create video based projects and share information will allow students to enter into the world of visual media. Students will operate the school newspaper and website, create their own television shows and vlogs, as well as create podcasts, produce the school literary magazine and become 'the voice' of HCHS through the production of the morning announcements.



# MATHEMATICS

**GSE Algebra I**
GSE Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. GSE Algebra I Support (Year Long) offers the same Algebra I curriculum with a supplemental semester of Algebra I Support to help students master the required mathematical skills needed.

**GSE Accelerated GSE Algebra I/Geometry A**
GSE Accelerated GSE Algebra I/Geometry A is the first in a 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.

**GSE Geometry** (Prerequisite: Successful completion of Algebra I)
GSE Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. GSE Geometry Support (Year Long) offers the same Geometry curriculum with a supplemental semester of Geometry Support to help students master the required mathematical skills needed.

**Accelerated Geometry B/Algebra II** (Prerequisite: Successful completion of Accelerated GSE Algebra I/Geometry A)
Accelerated Geometry B/Algebra II is the second in a 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.

**GSE Algebra II** (Prerequisite: Successful completion of Algebra I and Geometry)
Algebra II is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. GSE Algebra II Support (Year Long) offers the same Algebra II curriculum with a supplemental semester of Algebra II Support to help students master the required mathematical skills needed.

**Pre-Calculus** (Prerequisite: Successful completion of Algebra II)
Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in eight units delve deeper into content from previous courses.

**Advanced Mathematical Decision Making** (Prerequisite: Successful completion of Algebra II)
This is a course designed to follow the completion of Algebra 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.

**Advanced Placement Mathematics**
AP Statistics and AP Calculus are available when noted. Honors Calculus and AP Calculus must be taken in the same year. AP classes follow the College Board syllabus for the Advanced Placement Examination

# SCIENCE

*** Honors and AP courses are available where noted. The advanced courses are more rigorous and require more math, reading and experimentation in the lab.**

**Biology - 26.0120040**
*** Honors Biology**
Introduces science process skills and laboratory safety, organization of living systems, the cell, biochemistry, continuity of life, organic variation, reproduction, genetics, classification, diversity of life forms, ecological relationships, and reference and research skills.

**Physical Science**
***Honors Physical Science - 40.0110043 / 40.2510043**
Students who complete Chemistry should not take Physical Science.
Promotes science process skills through study of properties of matter, atomic theory, chemical symbols, nuclear chemistry, periodic table, organic chemistry, energy, mechanics, waves and energy transfer, electricity, and magnetism; includes reference and research skills.

**Chemistry**
*** Honors Chemistry**
Pre-requisite: Accelerated Math (Rising 10th)
Pre-requisite for Honors Chemistry: Accelerated CCGPS
Introduces chemistry; covers science process skills, classification and atomic structure of matter, state of matter, acid/base chemistry, dynamics and equilibrium, reference and research skills.

**Environmental Science**
The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the students in understanding the relationship between local, national, and global environmental issues.

**Human Anatomy/Physiology**
Pre-requisite: Must have completed biology and physical science or chemistry or Honors Biology.
Anatomy integrates the study of structures and functions of the human body. Areas of study include organization of the body; protection, support, and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development.

**Forensic Science**
Pre-requisite: Must have completed biology as well as either physical science or chemistry and be classified as a junior or senior.
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.

**Honors Physics**
Pre-requisite: Math 2
Can replace physical science requirement.
Uses science process skills; covers basic mechanics - linear motion, Newton's laws, statics forces, circular and angular motion, conservation of momentum and energy, application of basic mechanics; kinetic theory - phases of matter, information retrieval; thermodynamics - characteristics, conservation; wave mechanics - general properties, electricity - electrostatics, direct current, theory.

**Oceanography**
Pre-requisite: completion of biology and chemistry or physical science
This course introduces the students to the study of the ocean composition and structure, the dynamics of energy flow within the ocean system, and the impact of human interaction with the ocean systems. The basic concepts of physical, chemical, geologic, and biological oceanography are addressed by discussions on marine mineral resources, ocean energy, living resources of the sea, marine pollution and ocean management. Students will acquire practical laboratory and field experiences through the reading of charts, making basic measurements of seawater chemistry, examination of coastal geology, wave and beach processes, and marine organisms and habits.

**AP Biology and Honors Biology II**
Pre-requisite: 93 or better in biology or 90 or better in Honors Biology or teacher recommendation
Conforms to the College Board topics for the Advanced Placement Chemistry Examination; covers biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy and systematics, Monera, Protista, fungi, plants, animals, and ecology.



**AP Chemistry and Honors Chemistry II**
Recommended: Math 2/Math 3 and a 93 or better in Chemistry or 90 or better in Honors Chemistry or teacher recommendation.
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.

# SOCIAL STUDIES

*** Honors and AP courses are available where noted. These courses are more rigorous and require more reading and writing than do the regular social studies classes.**

**World History**
*** Honors World History**
Counts as 1 social studies credit for both college prep and career tech (2011)
Focuses on the political, cultural, economic and social development and growth of civilization; covers the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/ technological development, the emergence of nation states, nations in conflict, and the emerging interdependence of nations in the twentieth century.

**AP World History - Honors World History**
Recommended: 90 or better in Accelerated Eighth Grade Lit or 93 or better in Eighth Grade Lit
Advanced Placement World History is a year long course that is required to be the equivalent of a freshman college course. High school students taking this class will be expected to perform on a college level and will be evaluated accordingly. AP World History demands a considerable amount of independent college level reading. Students will be expected to demonstrate comprehension of reading assignments, write college level essays, and develop strong analytical skills. A superior score on the AP exam can earn students college credits.

**US History**
*** Honors US History**
Focuses on the United States, its people, institutions, and heritage; emphasizes political, cultural and social issues, the role of the United States as a world leader, and the issues confronting the United States today.

***AP US History and Honors US History**
Recommended: 90 or better in Honors World History or 93 or better in World History
Covers discovery and settlement, colonial society, the American Revolution, the constitution and the New Republic, the age of Jefferson, Nationalism, sectionalism, territorial expansion, Civil War, reconstruction, industrialization, Progressive era, World War 1, Depression, New Deal, and World War 11 through the present. Students will be expected to demonstrate comprehension of reading assignments, write college level essays, and develop strong analytical skills. A superior score on the AP exam can earn students college credit.

**American Government / Economics**
***Honors American Government / Economics**
This Course is an in-depth study of American political system. This 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 requirements for graduation. The second part is an introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.

**AP European History and Honors European History**
93 or better in US History or 90 or better in Honors US History/Honors World History or teacher recommendation
Conforms to College Board topics for the Advanced Placement European History Examination. Covers intellectual and cultural history, political and diplomatic history and social and economic history.

# FINE ARTS

## BAND

**Intermediate Band I (Concert-Fall)**
Pre-requisite: Beginning Band or Director's Signature
Course provides continued opportunities to develop performance skills on a wind or percussion instrument. Emphasis on District and All-State Level auditions, scales, sight reading and advanced band literature. Emphasizes basic performance and tone/sound production techniques; includes analysis, historical and cultural influences, improvisation and appreciation of music; stresses group music making experiences.

**Intermediate Band II (Concert-Spring)**
Pre-requisite: Beginning Band or Director's Signature
Course provides continued opportunities to develop performance skills on a wind or percussion instrument. Emphasis on District and All-State Level auditions, scales, sight reading and advanced band literature. Emphasizes basic performance and tone/sound production techniques; includes analysis, historical and cultural influences, improvisation and appreciation of music; stresses group music making experiences.

**Advanced Band I (Wind Ensemble-Fall)**
Pre-requisite: Intermediate Band and Director's Signature
Course provides District and All-State level performers opportunities to develop advanced performance skills on a wind or percussion instrument. Emphasis on district and All-State Level audition techniques, scale mastery, sight reading fluidity, and Masterwork repertoire development. Emphasizes advanced performance and tone/sound production techniques; includes analysis, historical and cultural influences, improvisation and appreciation; stresses group music making experiences.

**Advanced Band II (Wind Ensemble- Spring)**
Pre-Requisite: Intermediate Band and Director's Signature
Course provides District & All-State level performers opportunities to develop advanced performance skills on a wind or percussion instrument. Emphasis on District and All-State level audition techniques, scale mastery, sight-reading fluidity, and Masterwork repertoire development. Emphasizes advanced performance and tone/sound production techniques; includes analysis, historical and cultural influences, improvisation and appreciation; stresses group music making experiences.

**Music Appreciation**
Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become literate consumer and the ability to speak and write about music. Counts as a core elective for graduation requirements.

## CHORUS

**Beginning Women's Chorus (Fall)**
Performance Group: Open to any HCHS student interested in the development of singing skills and music literacy. Class will cover posture, vocal technique, music analysis and theory, historical and cultural contributions, and sight-singing skills at a beginning level or above; stresses group experiences,

**Intermediate Women's Chorus (Spring)**
Pre-requisite: Beginning Chorus or placement by Director
Open by audition to intermediate level singers providing the opportunity to increase vocal skills and music literacy. Class will cover posture, vocal techniques, music analysis and theory, historical and cultural contributions, and sight-singing skills at an intermediate level or above; stresses group experience.

**Advanced Women's Chorus (Fall)**
**Advanced Women's Chorus (Spring)**
Pre-requisite: Audition, Beginning and Intermediate Women's Chorus and Placement by Director
Performance Group: Bel Canto
Open by audition to advanced level singers providing the opportunity to increase vocal skills and music literacy. Class will cover posture, vocal techniques, music analysis and theory, historical and cultural contributions, and sight-singing skills at an intermediate level or above; stresses group experience.

**Beginning Men's Chorus I (Fall) and II (Spring)**
Provides opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.



## DRAMA

**Dramatic Arts/Fundamentals**
This course is designed to provide the student with theoretical knowledge and practical experience in the theatre production. The medium by which this will be achieved will be through lectures, hands-on training and projects. The curriculum will: 1. Introduce students to the basic process of design. 2. Cover technical areas of the theatre that include, but are not limited to, Lighting, Construction, Sound, Management, Painting, Costuming, Make-Up, Sketching & Drafting and Model Building. 3. Give students an overview of the business side of the theatre and the arts.

**Technical Theatre I**
Pre-requisite: Dramatic Arts/Fundamentals I or IB
Designed to provide the student with theoretical knowledge and practical experience in technical theatre. Students will be introduced to the basic process of design, cover technical areas of the theatre the include lighting, construction, sounds, management, painting, sketching, drafting, and model building, and give an overview of the business side of the theatre and the arts.

**Dramatic Arts/Advanced Drama II**
Enhances level-one skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies.

**VISUAL ARTS**
**Fall** visual arts include: drawing, print-making, and ceramics
Visual Arts I
Visual Arts II (Pre-requisite: Visual Arts I)
Visual Arts III (Pre-requisite: Visual Arts II)
Visual Arts IV (Pre-requisite: Visual Arts III)

**Spring** visual arts include: painting, metal working, sculpture
Visual Arts IB
Visual Arts IIB (Prerequisite: Visual Arts IB)
Visual Arts IIIB (Pre-requisite: Visual Arts IIB)
Visual Arts IVB (Pre-requisite: Visual Arts IIIB)

# FOREIGN LANGUAGE

**A full year of foreign language is required for college prep students. Career tech students may take foreign language as a core elective.**

**Spanish I and Spanish II**
Pre-requisite: completion of Math I credits
Must register both Spanish I and Spanish II in the same year
Full year of foreign language is required for admission to any University System of Georgia four-year institution.

Spanish I: Introduces the Spanish language emphasizes listening, speaking, reading, and writing skills; covers 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 culture.

Spanish II: Enhances level-one skills in Spanish I and provides opportunities to develop listening, speaking, reading, and writing skills. Specific themes are the Family, Hispanic celebration and parties, Restaurants and Meals, Bedroom items and Electronic Equipment, Going Shopping and Clothing, Vacations and the Environment.

**Spanish III**
Pre-requisite: Spanish II
Enhances level-two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills; provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish culture.

**Spanish IV**
Pre-requisite: Spanish III
Enhances level-three skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills; provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a boarder and more extensive understanding of Spanish culture.

**French I**
Introduces the French 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 French-speaking cultures. (Must be taken with French II)

**French II**
Enhances Level One skills in French 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, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures. (Must be taken with French I)

# CAREER TECHNICAL AND AGRICULTURE EDUCATION

## Cluster: Agriculture, Food, and Natural Resources
## Pathways: Horticulture and Forest Science; Horticulture and Animal Science

**Basic Agricultural Science: Level 1**
This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. 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.

**General Horticulture and Plant Science: Level 2**
This 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. The prerequisite for this course is Basic Agricultural Science.

**Forest Science: Level 3**
This course provides entry-level skills for employment in the forest industry and for further study. The course covers establishing forests by natural and artificial means, maintaining and surveying forests, identifying and protecting trees, practicing silviculture, measuring trees and land, mapping, preparing for timber sales and harvest, employing multiple-use resource management, keeping records, and figuring taxes. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. The prerequisite for this course is General Horticulture and Plant Science.

**Animal Science and Biotechnology: Level 3**
This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. This course introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. The prerequisite for this course is General Horticulture and Plant Science.

## Cluster: Architecture and Construction
## Pathway: Architectural Drawing and Design

**Introduction to Drafting and Design: Level 1**
Introduction to Drafting and Design is the foundational course for the Architectural Drafting and Design pathway. Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the national standards of the American Design Drafting Association (ADDA).

**Architectural Drawing and Design I: Level 2**
Architectural Drawing and Design I is the second course in the Architectural Drawing and Design pathway and introduces students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), schedules, and foundations. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement to continue their education at the postsecondary level. Students who successfully complete this and other drafting courses should be prepared to take the End of Pathway Assessment. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. The prerequisite for the course is Introduction to Drafting and Design.



**Architectural Drawing and Design II: Level 3**
Architectural Drawing and Design II is the third course in the Architectural Drawing and Design pathway and builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on the design process, site plans, electrical plans, plumbing plans, sections and details, project presentations, and a course portfolio. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Students who successfully complete this and other drafting courses should be prepared to take an End of Pathway Assessment. Competencies for the co-curricular student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards. The prerequisite for this course is Introduction to Drafting and Design and Architectural Drawing and Design I.

## Cluster: Architecture and Construction
## Pathways: Machining Operations; Welding

**Industry Fundamentals and Occupational Safety: Level 1**
This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry.

**Introduction to Metals: Level 2**
The metals technology curriculum, Introduction to Metals, is designed to acquaint students with the three major technical occupations (welding, sheet metal, and machining). The various activities equip high school students with the skills needed to select a metal industry occupation, enter the work force, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for more highly specialized training in subsequent courses. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards and the National Institute for Metal-Forming Skills (NIMS) standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry or obtain NIMS credentials. The prerequisite for this course is Industry Fundamentals and Occupational Safety. Course Standard 1

**Machining Operations I: Level 3**
This course provides students with the opportunity to acquire introductory skills on the lathe and milling machine, equipment used in the trade, attributes of successful machinists, industry credentials, and career opportunities. Course topics include safety, measuring instruments, blueprint reading, and maintenance. Practical experience will be gained in the proper use and maintenance of hand tools, the pedestal grinder, the drill press, and band saws, job planning and management, quality control, and machinery maintenance. Performance standards for this course are based on National Institute for Metalworking Skills (NIMS) national standards for the topics of lathe and milling machine. The prerequisite for this course is Introduction to Metals.

**Welding I: Level 3**
This course is designed to provide students with the basic knowledge and safe operating skills needed to demonstrate proper set of equipment in oxy fuel, shielded metal arc welding (SMAW), and gas metal arc welding (GMAW). The students will perform oxy fuel cuts using acetylene and propane gases. The students will select electrodes and performs welds using SMAW and GMAW to current industry standards. Welding symbols will be used to interpret detailed drawing used for fabrication. American Welding Society codes will be used to determine the soundness of welds. Minimum performance requirements for this course are based on successful student completion according to the American Welding Society (AWS) and the National Center for Construction Education and Research Center (NCCER) standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry. The prerequisite for this course is Introduction of Metals.

## Cluster: Arts, AV/Technology, and Communications
## Pathways: Graphic Communication; Graphic Design

**Introduction to Graphics and Design: Level 1**
This course is designed as the foundational course for both the Graphics Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts

that includes typography, visual arts, and page layout.

**Graphic Design and Production: Level 2**
As the second course in the Graphics Communication and Graphics Design Pathways, this course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications. The prerequisite for this course is Introduction to Graphics and Design.

**Advanced Graphic Output Processes: Level 3**
As the third course in the Graphics Communication Pathway, students will gain more advanced levels of experience to complete the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students will continue to accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary educational environment where self-motivation and a high level of skill are expected. This is the final course in the Graphic Communication Pathway. The prerequisite for this course is Graphic Design and Production.

**Advanced Graphic Design: Level 3**
Students will continue to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities. The prerequisite for this course is graphic Design and Production.

## Cluster: Business, Management, and Administration
## Pathway: Business and Technology

**Introduction to Business and Technology: Level 1**
Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiency demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students

**Business and Technology: Level 2**
How is technology used to solve business problems and communicate solutions? Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation. Various forms of technologies will be used to expose students to resources, software, and applications of business practices. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. The prerequisite for this course is Introduction to Business and Technology.



**Business Communications: Level 3**
What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course. Various forms of technologies will be used to expose students to resources, software, and applications of communications. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. The prerequisite for this course is Business and Technology.

## Cluster: Education and Training
## Pathway: Teaching as a Profession

**Examining the Teaching Profession: Level 1** (Must be at least a 10th grader)
The Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Teaching as a Profession students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards

**Contemporary Issues in Education: Level 2** (Usually taken the same semester as Level 1)
This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will leave the high school campus twice a week and intern in an elementary or intermediate school classroom. Lesson planning will be further explored in this course. (Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) 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). The prerequisite for this course is Examining the Teaching Profession.

**Teaching as a Profession Practicum: Level 3**
The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The student will leave campus twice a week to work side-by-side with a teacher. The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior. The pre-requisite for this course is Contemporary Issues in Education.

## Cluster: Government and Public Administration
## Pathway: JROTC-Army

**JROTC Army Leadership 1A**
Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High schools students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence and study skills. These self- assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

**JROTC Army Leadership 1B**
This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1A. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes.

**JROTC Army Leadership 2A**
This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1B. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated.

**JROTC Army Leadership 2B**
This laboratory course is designed build on the leadership skills developed in JROTC 2A. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced.

**JROTC Army Leadership 3A**
This laboratory course allows students to investigate the interrelationships of the different branches of the service while it continues to build student leadership development and decision making skills. Goal setting, leadership supervision and meetings incorporated into project based learning and service learning opportunities. Geography, map reading and the practical application of land navigation and orientating are introduced.

**JROTC Army Leadership 3B**
This laboratory course expands on the skills taught in JROTC 3A. It focuses on creating a positive leadership situation, team development, project management and the importance of mentoring as a leader or as a follower. Students are given the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. Interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are included.

**JROTC Army Leadership 4A**
This laboratory course expands on the skills taught in JROTC 3B. It focuses on creating a positive leadership situation, team development, project management and the importance of mentoring as a leader or as a follower. Interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are included. Students are given the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure.

**JROTC Army Leadership 4B**
This laboratory course expands on the skills taught in JROTC 4A and reinforces previous leadership experiences. It allows students to continue to build their leadership, management, decision making and negotiating skills by serving in a variety of staff or leadership positions. Students create a career portfolio to plan for college or work. Students are expected to take leadership roles in the battalion and participate in community service or service learning projects based on their level of leadership development.

## Cluster: Health Science
## Pathways: Therapeutic Services/Patient Care; Allied Health & Medicine; Sports Medicine

**Intro to Healthcare Science: Level 1**
Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training



**Essentials of Healthcare: Level 2**
Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The prerequisite for this course is Introduction to Healthcare.

**Patient Care Fundamentals: Level 3**
This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career Nursing Assistant. The 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), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). The prerequisite for this course is Essentials of Healthcare.

**Allied Health & Medicine: Level 3**
This 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 various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc. The prerequisite for this course is Essentials of Healthcare.

**Sports Medicine: Level 3**
Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare. The prerequisite for this course is Essentials of Healthcare.

## Cluster: Information Technology
## Pathway: Web and Digital Design Pathway

**Intro to Digital Technology: Level 1**
Introduction to Digital Technology is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.

**Digital Design: Level 2**
Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including story boarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site. The prerequisite for this course is Intro to Digital Technology.

**Web Design: Level 3**
This course will equip students will the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site. Various forms of technologies will be used to expose students to resources, software, and applications of web design. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. The prerequisite for this course is Digital Design.

## Cluster: Marketing
## Pathway: Marketing and Management

**Marketing Principles: Level 1**
Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course.

**Marketing and Entrepreneurship: Level 2**
Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful. The prerequisite for this course is Marketing Principles.

**Marketing Management: Level 3**
Students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also includes global marketing where students analyze marketing strategies employed in the United States versus those employed in other countries. The prerequisite for this course is Marketing and Entrepreneurship.

## Cluster: Law, Public Safety, Corrections, and Security
## Pathway: Law Enforcement Service/Criminal Investigations

**Introduction to Law, Public Safety, Corrections, and Security: Level 1**
Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

**Criminal Justice Essentials: Level 2**
Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e. mock trial) is encouraged to enhance



standards addressed in the curriculum. The prerequisite for this course is Introduction to Law, Public Safety, Corrections and Security.

**Criminal Investigations: Level 3**
This course is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation. This course is one of two choices that may be selected for the law enforcement pathway. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security, and Criminal Justice Essentials.

## Cluster: Science, Technology, Engineering, and Mathematics (STEM)
## Pathway: Engineering Drafting and Design

**Introduction to Drafting and Design: Level 1**
Introduction to Drafting and Design is the foundational course for the Architectural Drafting and Design pathway. Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the national standards of the American Design Drafting Association (ADDA).

**Survey of Engineering Graphics: Level 2**
Survey of Engineering Graphics is the second course in the Engineering Drafting and Design Career Pathway. The course is designed to build student skills and knowledge in the field of engineering graphics/technical drafting. The course focus includes employability skills, career opportunities, applied math, working drawings that include sectional, auxiliary, detail and pictorial views, and pattern developments. In addition, elements in applied mathematics are integrated throughout the course. The prerequisite for this course is Introduction to Drafting & Design.

**3-D Modeling and Analysis: Level 3**
Three-Dimensional (3D) Modeling and Analysis is a one-credit course that completes the pathway in Engineering Drafting and Design. Reverse engineering strategies are recommended for third level working drawings. Computer-aided design (CAD) is recommended for use extensively with each standard in the course. Focus is on employability strategies, career studies, applied math, fasteners, working drawings, and assembly drawings. The final culmination is a presentation project that contains information mastered throughout the three courses. The prerequisite for this course is Survey of Engineering Drafting & Design

## Cluster: Transportation, Distribution, and Logistics
## Pathway: Automobile Maintenance and Light Repair

**Basic Maintenance and Light Repair: Level 1**
This course is designed as the foundational course for the Automobile Maintenance and Light Repair pathway. Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will be exposed to courses in automotive preventative maintenance and servicing and replacing brakes, and steering and suspension components. In addition, student will learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and determine necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The hours completed in this course are aligned with ASE/NATEF standards and are a base for the entry-level technician.

**Maintenance and Light Repair 2: Level 2**
Students will learn the basic skills needed to gain employment as a maintenance and light repair technician and will expose students to automotive preventative maintenance and servicing, as well as replacing brakes, and steering and suspension components. Students will also learn general electrical system diagnosis, electrical theory, basic test requirements, and determining necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. Standards for this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The prerequisite for this course is Basic Maintenance and Light Repair.

**Maintenance and Light Repair 3: Level 3**
Students will learn the basic skills needed to gain employment as a maintenance and light repair technician and will expose student to automotive preventative maintenance and servicing, replacing brakes, as well as steering and suspension components. Students will learn about general electrical system diagnosis, electrical theory, basic tests that are required, and determine the necessary action. In addition, students will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The standards in this course are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician. The prerequisite for this course is Maintenance and Light Repair 2.

# Appendix A

**Courses which require an application are included in this section. All applications must be completed and turned in with registration form. NO APPLICATION will mean you will not be registered for that course.**

**Applications:**

**Yearbook Application**

**Work Based Learning Employee Verification Form**

***Applications are available on the Harris County High School website.***



**Yearbook Application**
**Harris County High School Yearbook Staff**
Please complete and return to your counselor

Name _____ Current Grade Level: 8th 9th 10th 11th
Current GPA _____ Course Grade in English _____

****Yearbook Staff is a year-long journalism course, which counts as an academic elective. If you do not have enough room in your schedule to accommodate two elective classes, please do not fill out an application.**

1. Briefly describe yourself and explain why you would be a good candidate for our staff?

_____
_____
_____
_____

2. Please list any extracurricular activities (sports, clubs, outside groups) in which you are involved.

_____
_____
_____

3. Are you willing to work <u>after</u> school hours for assignments and/or to attend staff meetings?

Yes or No If no, why? _____

4. Do you have good computer skills?

Yes or No

5. List any computer programs in which you are familiar:

_____
_____
_____

6. If you could have any special duties or responsibilities (designer, photographer, writer) on the yearbook staff, what would they be and why?

_____
_____
_____

7. Circle the ONE section you feel you be a great asset in creating for our yearbook. Explain why.

Student Life/Features Section
Sports Section
Clubs/Organizations Section
People Section
Senior Section
Advertising Section

_____ _____
Signature Date

**TEACHER RECOMMENDATIONS**

**I recommend this student to be on the Harris County Yearbook Staff. I believe that he/ she is a responsible individual who would be dedicated to the program.**

**Teacher Signature** _____ **Date** _____

**Comments:** _____
_____
_____
_____

**Teacher Signature** _____ **Date** _____

**Comments:** _____
_____
_____
_____

****Submit with your pre-registration form.**

****Application will not be considered if teacher recommendations are not fully completed.**



# Harris County High School
# Work Based Learning
# Employee Verification Form

**Available Online Classrooms Career Tech WBL*

By completing this form; both the student and the employer are verifying and providing documentation that, _____, is meeting the requirements to be enrolled in the Work Based Learning program at Harris County High School.

Student Name: _____ WBL Block Request: _____1 _____2 _____3

Are you planning on taking both WBL and Dual Enrollment? _____Yes _____No

Current Age _____ Please indicate: _____Junior _____Senior HCHS Parking # _____

**Please verify the following:**

❑ Yes ❑ No Is currently employed.

❑ Yes ❑ No Is this a non-paid internship?

❑ Yes ❑ No Works at least 10 hrs. per week _____ or at least 16 hrs. per week _____
(Per week represents Monday - Friday, weekends are not considered)

❑ Yes ❑ No Withholding regulations are being followed
(State and Federal taxes are being withheld)

Length of employment ____ year(s) ____ month(s)

Position Title _____ Hourly Wage _____

Company Name: _____

Contact Number: _____

Supervisor Name: _____ Position _____
(Please print)

Supervisor Email Address _____

Supervisor Signature _____