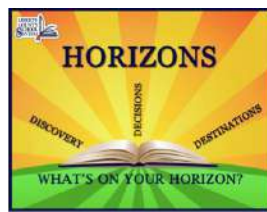


2022-2023 High School Course Description Catalog



**Liberty
Co. High
Panthers**

The mission of the Liberty County School System is to provide all students an education which promotes excellence, good citizenship, and a love of learning.

**Liberty County School System
200 Bradwell Street
Hinesville, GA 31313
(912) 876-2161
www.liberty.k12.ga.us**

Liberty County Schools do not discriminate on the basis of race, color, national origin, sex, disability or age in any of its programs or activities.

Revised 10/27/2021 MKP

A Purpose & Message

The High School Course Description Catalog describes the Liberty County School System's high school course offerings for the 2022-2023 school year. Using this tool as a resource with the support of school counselors, advisors, mentors, and parents, LCSS high school students will be empowered to create, revise and implement their individual graduation plans and devise course schedules for the upcoming school year. To ensure college and career readiness, students are encouraged to make course requests based upon their chosen career path, interests, and aptitude with the goal of meeting all graduation requirements.

Included in this catalog are the current graduation requirements, course descriptions, testing information, and additional information concerning special programs and opportunities. The content presented in this catalog is designed to assist students with their high school and postsecondary career and academic planning. Students are encouraged to consult with their school advocates and support personnel regarding school site course offerings and individual graduation plans. Registration takes place each spring for the upcoming school year. Students will receive specific instructions during this time from high school counselors and will select specific courses with parent approval. High school counselors will verify that student course choices meet graduation requirements. The responsibility for selecting and planning appropriate career and individual graduation plans rests with students and their parents.

Each high school counseling staff is prepared to assist students and parents in the development and implementation of each student's individual graduation plan that will assist with tracking students' high school progression on the path to postsecondary success. Not all courses are offered at each high school campus. Refer to the individual school site's annual registration documents for current course offerings. Any questions regarding courses, graduation requirements, scheduling or individual graduation plans should be referred to the high school counseling offices.

Scheduling

Bradwell Institute and Liberty County High School operate on a 4-period block schedule. Courses are taught within four 90-minute blocks each semester. Upon completion of four courses each semester, one Carnegie unit of credit is awarded per course passed. Schedules are created annually electronically using the district's student information system based upon students' requests. Students are encouraged to select courses wisely—based upon graduation requirements and postsecondary plans. If students fail to complete course requests properly, appropriate courses will be selected for them. Elective courses are offered as a result of student demand. If there is insufficient enrollment for a course, the course will not be offered and alternative selections will need to be made. Once the school year begins for the students, schedule changes will only be approved by high school counseling departments and school administrators.

Table

of

Contents



Purpose and Message	2
Scheduling	2
High School Information	5
Graduation Requirements	6
Course Sequences	7
List of Career Pathways and Electives	9
Georgia Career Ready Diploma Seals	12
List of Available Technical College Certificate Programs	13
General Information and Policies	14
Classification Credits	14
Grading Scale	14
Honor Roll and Class Ranking	14
Exams	15
Attendance	15
Credit Recovery	15
Georgia Virtual School	16
English Language Learners	16
NCAA Eligibility	16
Dual Enrollment Program	21
HOPE and Zell Miller Scholarship Program	21
Special Education	22
College Admissions	22
Financial Aid	22
Career Planning and the BRIDGE Bill Requirement	23
ASVAB and Military Recruitment	24
Individual Graduation Plan	25
English/Language Arts	27
Mathematics	29
Science	33
Social Studies	36
Foreign Language	38
Health & Physical Education	39

Table

of

Contents



Fine Arts	41
Agriculture, Food, and Natural Resources	47
Architecture and Construction	48
Arts, Technology and Communications	50
Business, Management, and Administration	53
Education and Training	54
Government and Public Administration	56
Health Science	58
Hospitality and Tourism	59
Human Services	60
Information Technology	62
Law, Public Safety, Corrections and Security	63
Manufacturing	64
Science, Technology, Engineering, and Mathematics	65
Transportation, Distribution, and Logistics	66
Additional Electives	68
Course Request Form	69
AP Commitment Agreement	70
College Entrance Exams	71
Dual Enrollment Application	72
Notes	73



LCSS High School Information

Bradwell Institute *“Home of the Tigers”*

Administration

Mr. Roland Van Horn, Principal
 Dr. Sabine Hart-Little, Assistant Principal
 Mr. DaShaun McGee, Assistant Principal
 Dr. Tony Barrett, Assistant Principal
 Dr. Mary Ryan, Assistant Principal
 Whitney Zwitter, Registrar
 Mrs. Stephanie Howard, Athletic Director
 Ms. Takisha Gates, Academic Specialist

100 Pafford Street
 Hinesville, GA 31313
 Main Office: (912) 876-6121
 Fax: (912) 876-6914
www.bradwellinstitute.org

School Counseling Department

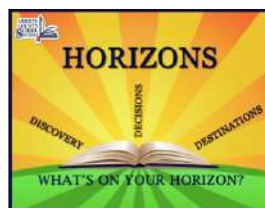
Ms. Angie Russell (12th grade)
 Mrs. Krista Stewart (11th grade)
 Mrs. Daina Philip (10th grade)
 Ms. Loren Snyder
 Counseling Office: (912) 368-4022
 Fax: (912) 876-6220

Horizons Learning Center

Administration

Stephanie Woods, Chief Executive Officer
 Mr. Elihu King, Coordinator of Alternative Education
 Mrs. Melissa Gilinsky, School Counselor

212 Schoolhouse Road
 Hinesville, GA 31313
 Main Office: (912) 877-2027
 Fax: (912) 368-1651
www.schools.liberty.k12.ga.us/hlc



Liberty College & Career Academy

Administration

Mrs. Karisa Young, Chief Executive Officer
 Dr. Valeria Richard, Director of High School Programs
 Mrs. Cassandra Cruz
 Mr. David Brown
 245 Dorsey Road
 Hinesville, GA 31313
 Main Office: (912) 876-4904
 Fax: (912) 876-0017
www.schools.liberty.k12.ga.us/lcca



Liberty County High School *“Home of the Panthers”*

Administration

Mrs. Debra B. Frazier, Principal
 Mr. Kevin Vanhouten, Assistant Principal
 Dr. Warnella Wilder, Assistant Principal
 Mrs. Sophia Smoke, Assistant Principal

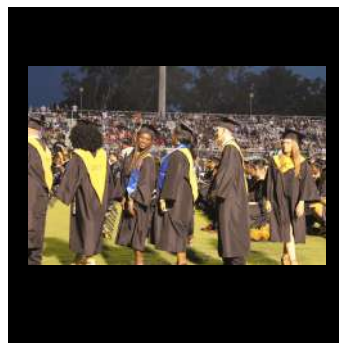
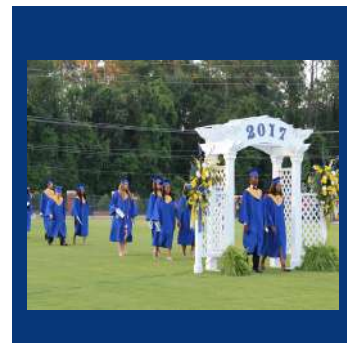
3216 E. Oglethorpe Highway
 Hinesville, GA 31313
 Main Office: (912) 876-4316
 Fax: (912) 876-4303
www.libertycountyhs.org

School Counseling Department

Annette Curtis Grade 9
 Dr. Elethia Rhoden Grade 11
 Dr. Dawn Rowe Grade 12
 10th grade
 A-E Dr. Elethia Rhoden
 F-L Debra Reed
 M-R Annette Curtis
 S-Z Dr. Dawn Rowe

Counseling Office: (912) 368-6966
 Fax: (912) 876-4324

LCSS Graduation Requirements



The following graduation requirements are for students enrolling in the ninth grade for the first time during the 2008-2009 school year and subsequent years. To be eligible for participation in graduation ceremonies, students must have completed all requirements for a diploma, including required coursework and all state assessment requirements.

Areas of Study	Credits Required
English/Language Arts	4
Mathematics	4
Science	4
Social Studies	4
Health and Physical Education	1
Electives (of which 3 must be from a state-approved CTAE, World Language, Fine Arts or Advanced Academic pathway)	4
Additional Electives	3
Minimum Total Required Credits for Graduation:	24
<i>*Students who are four-year college-bound students will need at least two years of the same foreign language.</i>	

Recommended Course Sequence by Grade Level



Ninth Grade

Literature/Composition 1
Algebra 1
Environmental Science
World History
Health/PE
Additional Electives

Tenth Grade

Literature/Composition 10
Geometry
Physical Science
American Government
Additional Electives

Eleventh Grade

American Literature/Composition
Algebra 2
Biology
U.S. History
Additional Electives

Twelfth Grade

British Literature/Composition
Fourth Math Option
Fourth Science Option
Economics
Additional Electives



Honors/AP Course Sequence by Grade Level

Ninth Grade

Honors Literature/Composition 1
Accelerated Algebra 1/Geometry A
Honors Physical Science
Honors World History
Health/PE
Additional Electives

Tenth Grade

Honors Literature/Composition 10 (Honors
Literature/Composition 2 beginning 2019-2020)
Accelerated Geometry B/Algebra 2
AP Biology
AP American Government
Additional Electives

Eleventh Grade

AP English Language and Composition
Accelerated Pre-Calculus
AP Chemistry
AP U.S. History
Additional Electives

Twelfth Grade

AP English Literature
AP Calculus AB or AP Statistics
AP Physics or AP Environmental Science
Economics
Additional Electives

List of Career Pathways and Additional Electives

Not all courses are offered at each high school campus. Refer to the individual school site's annual registration documents for current course offerings.

Agriculture, Food, and Natural Resources

Plant and Landscape Systems

- Basic Agricultural Science
- General Horticulture and Plant Science
- Nursery and Landscape

Forestry/Wildlife Systems

- Basic Agricultural Science
- Forest Science
- Wildlife Management

Plant and Floriculture Systems

- Basic Agricultural Science
- General Horticulture and Plant Science
- Floriculture Production and Management

Horticulture and Forest Science

- Basic Agricultural Science
- Forest Science
- General Horticulture and Plant Science

Architecture and Construction

Carpentry (LCCA)

(Technical Certificate of Credit Programs are available)

- Industry Fundamentals and Occupational Safety
- Introduction to Construction
- Carpentry I

Machining Operations Pathway (LCCA Sav Tech)

- Introduction to Machine Tool
- Blueprint for Machine Tool
- Machining Operations I

Welding Pathway (Savannah Tech Course @ LCCA)

- Welding IA
- Welding IB
- Sheet Metal I

Welding (Savannah Tech courses @ LCCA *TCC)

(Technical Certificate of Credit Programs are available)

- Welding IA
- Welding IB
- Sheet Metal I

Arts, A/V Technology, and Communications

Dance

- Modern Dance I
- Modern Dance II
- Modern Dance III

Band (Completing at least 3 of the listed courses meets pathway graduation requirements.)

- Intermediate Band I
- Intermediate Band II
- Intermediate Band III
- Advanced Band I
- Advanced Band II
- Advanced Band III
- Advanced Band IV
- Mastery Band I (Percussion)
- Mastery Band II (Percussion)
- Mastery Band III (Percussion)
- Mastery Band IV (Percussion)

Chorus (Completing at least 3 of the listed courses meets pathway graduation requirements.)

- Beginning Chorus I
- Beginning Chorus II
- Beginning Chorus III
- Beginning Mixed Chorus IV
- Advanced Chorus I
- Advanced Chorus II
- Advanced Chorus III
- Advanced Chorus IV
- Advanced Women's Chorus I

Arts, A/V Technology, and Communications continued

Piano/Keyboard Techniques

- Beginning Piano/Keyboard Techniques I
- Beginning Piano/Keyboard Techniques II
- Beginning Piano/Keyboard Techniques III

Theatre Arts

- Theatre Arts/Fundamentals I
- Theatre Arts/Fundamentals II
- Theatre Arts/Fundamentals III

Visual Arts (Completing at least 3 of the listed courses meets pathway graduation requirements.)

- Ceramics/Pottery I
- Ceramics/Pottery II
- Drawing and Painting I
- Drawing and Painting II
- Sculpture I
- Sculpture II

Photography

- Photography I
- Photography II
- Photography III
- Photography IV

Audio-Video Technology and Film I

- Audio and Video Technology and Film
- Audio-Video Technology and Film II
- Audio-Video Technology and Film III
- Intro to Film Production

Graphic Design

- Introduction to Graphics and Design
- Graphic Design and Production
- Advanced Graphic Design

Animation and Digital Media

- Introduction to Digital Media
- Principles and Concepts of Animation
- Advanced Animation, Game, & App Design

Business, Management, and Administration

Business and Technology (BI)

- Introduction to Business and Technology
- Business and Technology
- Business Communications

Entrepreneurship (BI and LCHS)

- Introduction to Business and Technology
- Legal Environment of Business
- Entrepreneurship

Education and Training

Early Childhood Care and Education I (BI & LCHS)

- Early Childhood Education I
- Early Childhood Education II
- Early Childhood Education III

Early Childhood Care and Education II (BI & LCHS)

- Early Childhood Education I
- Early Childhood Education II
- Early Childhood Education Practicum

Teaching as a Profession (LCCA)

- Examining the Teaching Profession
- Contemporary Issues in Education
- Teaching as a Profession Practicum

Government and Public Administration

JROTC – Army (Completing at least 3 of the listed courses meets pathway graduation requirements.)

- JROTC Army Leadership Education 1 & 2
- JROTC Army Leadership Education 3 & 4
- JROTC Army Leadership Education 5 & 6

Health Science

Therapeutic Services/Allied Health& Medicine Pathway (LCCA)

- Introduction to Healthcare Science
- Essentials of Healthcare
- Allied Health and Medicine

Therapeutic Services/Patient Care Technician

- Introduction to Healthcare Science
- Essentials of Healthcare Science
- Patient Care Fundamentals
- Therapeutic Services Nursing Intern

Therapeutic Services/Sports Medicine

- Introduction to Healthcare Science
- Essentials of Healthcare
- Sports Medicine

Hospitality and Tourism

Culinary Arts

- Introduction to Culinary Arts
- Culinary Arts I
- Culinary Arts II

Human Services LCCA @ Savannah Tech *TCC

Barbering Fundamentals

- Introduction to Personal Care
- Science: Sterilization, Sanitation, and Bacteria
- Haircutting & Shampooing

Barbering Assistant Pathway (Must complete Barbering Fundamentals Pathway first)

- Science: Anatomy/Physiology
- Barbering II

Cosmetology

- Introduction to Personal Care Services
- Cosmetology Services II
- Cosmetology Services III

Law, Public Safety, Corrections and Security

Corrections Service

- Introduction to Law, Public Safety, Corrections and Security
- Criminal Justice Essentials
- Applications of Corrections

Firefighter I

- Applications of Firefighting
- Basic Firefighter I
- Essentials of Fire and Emergency Services
- Hazardous Materials Operations

Legal Services/Applications of Law

(Technical Certificate of Credit Programs are available)

- Introduction to Law, Public Safety, Corrections and Security
- Essentials of Legal Service
- Applications of Law

Science, Technology, Engineering, and Mathematics

Engineering and Technology

- Foundations of Engineering and Technology
- Engineering Concepts
- Engineering Applications

Transportation, Distribution, and Logistics

Automotive Maintenance & Light Repair (LCCA @ Savannah Tech)

(Technical Certificate of Credit Programs are available)

- Basic Maintenance and Light Repair
- Maintenance & Light Repair 2
- Maintenance & Light Repair 3

Aviation Maintenance

(Technical Certificate of Credit Programs are available)

- Fundamentals of Aerospace
- Structural Fundamentals
- Aerodynamics

World Language Pathway

Spanish

- Spanish I
- Spanish II
- Spanish III

**Additional World Language pathways are available through virtual courses.*

Advanced Academic Pathway

English, Mathematics, Science, Social Studies

- Earn four units of credit in one core area (at least one credit must be an AP or DE core area course)
- Earn two units of credit in the same World Language

Workforce Ready

Workforce Ready Pathway (BI & LCHS)

- Introduction to Career Competencies
- Career Competencies
- Advanced Career Competencies

GEORGIA'S CAREER READY DIPLOMA SEALS

The Georgia Department of Education is offering a new Career Ready Diploma Deal- an additional recognition, layered onto the regular high school diploma, for students with exceptional accomplishments in activities, courses, and experiences that foster career readiness.

The Career Ready Diploma Seal is one of five seals that can be layered onto the regular high school diploma; seals are available in Civic Engagement and Fine Arts.

Six versions of the seal are available, each tailored to specific career-related experiences and accomplishments:

- Employability/Soft Skills
- Distinguished Employability/Soft Skills Seal
- Pathway Skills Seal
- Distinguished Pathway Skills Seal
- Leadership Skills Seal
- Distinguished Leadership Skills Seal

For more information regarding the seals and deadlines for completing the application process, please contact the high school counselor at your child's school. Parents and students may also view a Liberty County School System video on the Career Ready Diploma Deals by clicking on the link below.

<https://www.liberty.k12.ga.us/apps/video/watch.jsp?v=10040898>

Georgia Department of Education

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/career-seals.aspx>

Georgia's Fine Arts Diploma Seal

Arts education in Georgia includes the study of dance, media arts, music, theatre/film, and visual arts. High school students have the opportunity to achieve a Fine Arts Diploma Seal while completing a Career Pathway in dance, music, theatre/film, and visual art.

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx>

Georgia's Civic Diploma Seal

<https://drive.google.com/file/d/1yZbGsnyTk9SYTH2sbxK1K9iOVvu4EQHi/view>

List of Available Technical College Certificate Programs

The following college courses are available to Dual Enrollment program eligible LCSS students who seek certification in a specified career while completing high school. The courses are offered by Savannah Technical College and are available to LCSS students via the Liberty College and Career Academy or the Savannah Technical College Liberty Campus. For more information about the Dual Enrollment program, see page 22 and consult with a high school counselor.

Welding & Joining Technology

Basic Shielded Metal Arc Welder

- Introduction to Welding Technology
- Oxyfuel Cutting
- Flat Shielded Metal Arc

Gas Arc Metal Welding

- Introduction to Welding Technology
- Oxyfuel Cutting
- Gas Metal Arc
- Flux Cored Arc Welding

Criminal Justice

Criminal Justice Specialist

- Introduction to Criminal Justice
- Corrections
- Principals of Law Enforcement
- Criminal Law
- Constitutional Law

Special Topics in Criminal Justice

- Criminal Justice Administration
- Community Oriented Policing
- Ethics for Criminal Justice
- Juvenile Justice
- Criminal Procedure

Industrial Maintenance Systems

Mechatronics (Industrial Systems)

- Introduction to Mechatronics
- AC Theory, Electric Motors, and Hydraulic Systems
- Semiconductors, Mechanical Systems, and Pumping and Piping Systems
- Industrial Mechanics

Cosmetology

Barbering

- Introduction to Personal Care Services
- Barbering II
- Barbering III
- Shaving

Shampoo Technician

- Introduction to Cosmetology Theory
- Hair Care and Treatment
- Salon Management
- Chemical Texture Services

Automotive Technology

Auto Electrical/Electronic Systems Technician

- Introduction to Automotive Technology
- Electrical Systems

Automotive Chassis Technician

- Brakes
- Steering and Suspension

Aircraft Technology

Aircraft Assembly Technician

- Basic Blueprint Reading
- Structural Fundamentals
- Aerodynamics

Air Conditioning

Heating, Ventilation, Air Conditioning

- Industry Fundamentals and Occupational Safety
- Introduction to HVACR Systems
- HVAC and Refrigeration
- Low Voltage Electrical

General Information and Policies

Classification Credits

Students are classified according to their years of high school enrollment and the number of credits they have earned. Required classification credits are listed below:

Tenth Grade	6 credits
Eleventh Grade	12 credits
Twelfth Grade	18 credits

Grading Scale

The Liberty County School System recognizes the importance of providing academically talented students with opportunities for acceleration in their academic programs. The high schools provide three programs to meet that need: Honors and Accelerated courses, Advanced Placement (AP) courses, and Dual Enrollment.

The weighted credit system recognizes and rewards students who take more rigorous and demanding courses by awarding additional credit weight for students taking designated courses. Weighted credit is awarded for Advanced Placement, Honors, Accelerated, and Dual Enrollment. For each designated course, quality points will be added to the computation of the student's weighted GPA. A list of approved courses and quality point designations will be outlined in administrative procedures.

Beginning the 2019-20 school year, quality points will be computed as follows:

Letter Grade	*Advanced Placement/ Dual Enrollment (Academic Core and Core Electives)	Honors/Accelerated Courses / NonCore Dual Enrollment	Regular Courses
"A" (90-100)	5	4.5	4
"B" (80-89)	4	3.5	3
"C" (70-79)	3	2.5	2
"F" (Below 70)	0	0	0

* Students must complete the AP exam for the course to be calculated on the 5-point scale. If the AP exam is not completed, the course will be calculated as an Honors/ Accelerated course on the 4.5 scale.

For Dual Enrollment students, when the post-secondary institution awards a numeric grade, that grade will be recorded on the transcript. If the post-secondary institution awards only letter grades, the district will work with the individual post-secondary staff to obtain numeric grades.

Honor Roll and Class Ranking

High school students earn Honor Roll with an overall numerical grade average of 90 or above in classes and is calculated each nine weeks. Each student's rank in class is determined by calculating the numerical grade average of the cumulative list of all courses completed, passed or failed. Honor graduates are those seniors who earned a cumulative numerical grade average of 90 or above in the core courses. The graduating senior with the highest cumulative numerical grade average in the core courses will be named Valedictorian of the graduating class. The student with the second highest cumulative numerical grade average in the core courses will be named Salutatorian of the graduating class. The aforementioned seniors must have earned at least four units of credit in Honors, Accelerated, and Advanced Placement or Dual Enrollment courses and have attended an LCSS high school for at least the entire senior year. In the rare event of a tie (students having the exact same overall average), the students' core numerical grade averages will be used. If a tie still exists, multiple Valedictorians and/or Salutatorians will be named. (See Board Policy IHDA – Valedictorian/Salutatorian)

Exams

Exams are administered at the end of each course taken by high school students. Dependent upon the course, students may take a Georgia Milestones Assessment System (GMAS) End of Course (EOC) exam. All exams taken at the end of each course assess the content covered within the entire course and count 20% of students' course grade. State End of Pathway assessments are also administered to high school students upon completion of a Career, Technical, and Agricultural Education (CTAE) pathway of courses. Each high school distributes exam schedules, and students are encouraged to properly prepare throughout the year to be successful on all exams.

Attendance

School attendance tremendously impacts a student's academic success. It is imperative that students are in class daily to ensure success in all coursework available to them. Per the Georgia Compulsory Attendance Law O.C.G.A. 20-2-690.1, all Georgia students between the ages of six and 16 are required to attend school. Parents and students are held accountable for excessive excused and unexcused absences. When absent from school, students must bring written excuses signed and dated by a parent or guardian, and the excuse must be submitted to the school within three days of the student's absence. Students with excessive absences and five or more unexcused absences will be referred to the School Social Worker. There is a very strong correlation between a student's attendance at school and academic success. It is in the absolute best interest of your child to insist that he or she attend school as much as possible. Missing an excessive number of days will often negatively impact the student's grade and jeopardize passing courses and receiving credits necessary to meet graduation requirements.

Credit Recovery

In the event a required course is failed, credit recovery opportunities are available to high school students as needed. The majority of the credit recovery options are online and are implemented via afterschool and/or summer models at each high school. Fees for credit recovery options may vary. If a required course is failed, please contact a high school counselor for a re-evaluation of the individual graduation plan. Horizons Learning Center also offers online credit recovery options for students who are in need of credit recovery. Student-athletes who take advantage of credit recovery opportunities due to failed courses must understand that most credit recovery courses are not approved for NCAA eligibility.

Georgia Virtual School (GAVS) Credit Recovery Program is an opportunity for a student to retake a course in which he/she previously was not academically successful in earning credit towards graduation. This is the program both high schools offer throughout the year. GAVS Credit Recovery:

- Allows students who have completed seat time and calendar requirements to earn credit based on competency of the content standards.
- Provides courses that are complete courses, aligned to state standards, for which the student will demonstrate mastery before receiving a grade.
- Offers core courses and limited electives required for graduation from a Georgia public high school.

Note: Student-athletes who wish to attend a NCAA Division I, II or III college or university must ensure their credit recovery courses meet NCAA guidelines. Effective August 1, 2010, the NCAA will no longer accept the Georgia Virtual Schools Credit Recovery Program course credits for its student athletes. For more information, visit www.gacreditrecovery.org.

Georgia Virtual School

Georgia Virtual School (GAVS) offers a wide variety of Internet-based courses to Georgia high school students. The program continues to increase its course offerings in a variety of areas, including core, Advanced Placement, and elective courses. These classes are offered in both block and semester formats on various schedules to meet the differing course offering and scheduling needs of local school districts. All courses are developed by trained, highly qualified teachers, and GAVS instructors are all highly qualified teachers who are trained to teach in the online learning environment.

The following are typical qualities of successful online learners: self-motivated, independent learners, computer literate (not necessarily “high tech”) individuals, successful time managers, effective written communicators, risk takers, committed workers, open communicators (i.e. willing to ask for help, share problems, and/or concerns), interested online learners, and flexible workers (i.e. ability to work with a pre-set schedule of due dates that may not coincide with the schedule of their regular school day).

Courses completed successfully through GAVS satisfy graduation requirements. Georgia Milestone Assessment System (GMAS) End of Course (EOC) exams and/or End of Pathway Assessments (EOPAs) are administered for specific courses upon completion of the courses. For more information, visit the GAVS website at www.gavirtualschool.org. You must also speak with your high school counselor concerning your individual graduation plan prior to registering for any GAVS course.

English Language Learners

The English for Language Learners (ELL) program is provided for students whose primary or home language is not English. This program provides opportunities to acquire proficiency in English while continuing to learn content specific skills. An ELL teacher is provided for students who meet the criteria for the program, and specific courses are scheduled based upon test results.

NCAA Eligibility

The National Collegiate Athletic Association has policies in force regarding athletic eligibility for Division I and Division II schools. Students planning to participate in athletics in Division I or II colleges or universities must be certified by the NCAA Initial Eligibility Clearinghouse. Make sure to consult with your high school’s athletic director and your school counselor on how to begin the application process. For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

Note: Student-athletes who wish to attend a NCAA Division I or II college or university must ensure credit recovery courses meet NCAA guidelines. Effective August 1, 2010, the NCAA will no longer accept the Georgia Virtual School Credit Recovery Program course credits for its student athletes. For more information visit www.gacreditrecovery.org.

Specific information regarding NCAA eligibility minimum test scores and minimum GPA is listed on the next page.



2022 Division I Academic Requirements

College-bound student athletes first entering an NCAA Division I college or university will need to meet the following academic rules in order to receive athletic aid (scholarship), practice or compete during their first year.

What Are the Division I Requirements?

Full Qualifier	Academic Redshirt	Nonqualifier
Complete 16 Core Courses: <ul style="list-style-type: none"> • Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school. • Seven of the 10 core courses must be in English, math or natural/physical science. 	Complete 16 Core Courses	Does not meet requirements for Full Qualifier or Academic Redshirt status
Minimum Core-Course GPA of 2.3	Minimum Core-Course GPA of 2.0	
Meet the sliding scale requirement of GPA and ACT/SAT score (see the sliding scale on page 20)	Meet the sliding scale requirement of GPA and ACT/SAT score (see the sliding scale on page 20)	
Graduate from high school	Graduate fom high school	

Full Qualifier: A college-bound student-athlete may receive athletic aid (scholarship), practice and compete in the first year of enrollment at an NCAA Division I school.

Academic Redshirt: A college-bound student athlete may receive athletic aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

Nonqualifier: A college-bound student-athlete cannot receive athletic aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

Examples:

Q: A college-bound student-athlete completes nine core courses prior to the seventh semester of high school. What is the college-bound student-athlete's initial-eligibility status?

A: The college-bound student-athlete cannot be certified as a qualifier because only nine of the 10 required courses were completed before the seventh semester. He/She would be permitted to practice and receive aid (scholarship), provided he/she presents 16 core courses and meets the necessary core-course GPA and test score requirement at the time of graduation.

Q: A college-bound student-athlete completes 16 core courses in the required framework with a 2.2 core-course GPA and a 79 sum ACT. What is the college-bound student-athlete's initial-eligibility status?

A: The college-bound student-athlete is an academic redshirt under the new sliding scale because the minimum GPA requirement is 2.3.

Q: A college-bound student-athlete completes 15 core courses with a 2.5 core-course GPA and an 820 SAT score (critical reading and math). What is the college-bound student-athlete's NCAA initial-eligibility status?

A: The college-bound student-athlete is a nonqualifier because only 15 core courses were completed, not the required 16 core courses.

For additional information on these requirements, please visit www.eligibilitycenter.org.

2022 Division II Academic Requirements

College-bound student athletes first enrolling at an NCAA Division II school on or after August 1, 2018, will need to meet new academic rules in order to receive athletic aid (scholarship), practice or compete during their first year.

What Are the Division II Requirements?

Full Qualifier	Partial Qualifier	Nonqualifier
Complete 16 Core Courses (3 English, 2 math, 2 natural/physical science, 2 social science, 3 additional English, math or science, and 4 additional core courses)	Complete 16 Core Courses	Does not meet requirements for Full Qualifier or Partial Qualifier status
Minimum Core-Course GPA of 2.2	Minimum Core-Course GPA of 2.0	
Meet the sliding scale requirement of GPA and ACT/SAT score (see the sliding scale on page 21)	Meet the sliding scale requirement of GPA and ACT/SAT score (see the sliding scale on page 21)	
Graduate from high school	Graduate from high school	

Full Qualifier: A college-bound student-athlete may receive athletic aid (scholarship), practice and compete in the first year of enrollment at an NCAA Division II school.

Partial Qualifier: A college bound student athlete may receive athletic aid (scholarship) in the first year of enrollment may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment.

Nonqualifier: A college-bound student-athlete cannot receive athletic aid (scholarship), cannot practice and cannot compete in the first year of enrollment at an NCAA Division II school.

DIVISION I FULL QUALIFIER SLIDING SCALE		
CORE GPA	New SAT EBRW/MATH	ACT SUM English, Math, Reading, Science
3.550	400	37
3.525	410	38
3.500	430	39
3.475	440	40
3.450	460	41
3.425	470	41
3.400	490	42
3.375	500	42
3.350	520	43
3.325	530	44
3.300	550	44
3.275	560	45
3.250	580	46
3.225	590	46
3.200	600	47
3.175	620	47
3.150	630	48
3.125	650	49
3.100	660	49
3.075	680	50
3.050	690	50
3.025	710	51
3.000	720	52
2.975	730	52
2.950	740	53
2.925	750	53
2.900	750	54
2.875	760	55
2.850	770	56
2.825	780	56
2.800	790	57
2.775	800	58

DIVISION I FULL QUALIFIER SLIDING SCALE		
CORE GPA	New SAT EBRW/MATH	ACT SUM English, Math, Reading, Science
2.750	810	59
2.725	820	60
2.700	830	61
2.675	840	61
2.650	850	62
2.625	860	63
2.600	860	64
2.575	870	65
2.550	880	66
2.525	890	67
2.500	900	68
2.475	910	69
2.450	920	70
2.425	930	70
2.400	940	71
2.375	950	72
2.350	960	73
2.325	970	74
2.300	980	75
2.299	990	76
2.275	990	76
2.250	1000	77
2.225	1010	78
2.200	1020	79
2.175	1030	80
2.150	1040	81
2.125	1050	82
2.100	1060	83
2.075	1070	84
2.050	1080	85
2.025	1090	86
2.000	1100	86
ACADEMIC REDSHIRT		

For additional information on these requirements, please visit www.eligibilitycenter.org.



DIVISION II FULL QUALIFIER SLIDING SCALE

USE FOR DIVISION II BEGINNING AUGUST 2018

CORE GPA	New SAT EBRW/MATH	ACT SUM English, Math, Reading, Science
3.30 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE

USE FOR DIVISION II BEGINNING AUGUST 2018

CORE GPA	SAT EBRW/MATH	ACT SUM English, Math, Reading, Science
3.05 & above	400	37
3.025	410	38
3.000	430	39
2.975	440	40
2.950	460	41
2.925	470	41
2.900	490	42
2.875	500	42
2.850	520	43
2.825	530	44
2.800	550	44
2.775	560	45
2.750	580	46
2.725	590	46
2.700	600	47
2.675	620	47
2.650	630	48
2.625	650	49
2.600	660	49
2.575	680	50
2.550	690	50
2.525	710	51
2.500	720	52
2.475	730	52
2.450	740	53
2.425	750	53
2.400	750	54
2.375	760	55
2.350	770	56
2.325	780	56
2.300	790	57
2.275	800	58
2.250	810	59
2.225	820	60
2.200	830	61
2.175	840	61
2.150	850	62
2.125	860	63
2.100	860	64
2.075	870	65
2.050	880	66
2.025	890	67
2.000	900	68 & above

For additional information on these requirements, please visit www.eligibilitycenter.org

Dual Enrollment Program

Dual Enrollment

Dual Enrollment is designed to prepare students for college and career opportunities leading students to postsecondary institutions for an industry recognized certification or licensure, an associate and/or higher college degree, and successful employment. Georgia has created a singular program known as Dual Enrollment for students in grades 10-12 who qualify to participate. Students may enroll on a part-time or full-time basis as a Dual Enrollment student and take college courses at their high school or on a postsecondary campus. Students will receive high school and college credit simultaneously when attending and passing approved college classes.

Program Year 2022-2023 effective Summer term 2022

House Bill 444 passed both the House and Senate as of March 3, 2020. HB 444 was signed into law by Governor Kemp April 28, 2020.

Georgia's Dual Enrollment program provides funding for high school students to earn both high school credit and college credit while taking college courses through a participating Georgia college or university. The Dual Enrollment program is available to Georgia students in grades 10 – 12 enrolled in a public school, private school, or home-study program in Georgia; however, beginning with Summer term 2020 some restrictions apply to 10th graders in the 2022-2023 school year. All students must apply and be accepted to a participating Georgia college or university before submitting a Dual Enrollment online application. If LCSS students are interested in earning credits within the Dual Enrollment program, the following steps are vital to the process:

- Communicate Dual Enrollment interests to your school counselor via pre-registration, conference, etc.
- Meet with the school counselor and parent to determine options and eligibility (college entrance exam scores, GPA, graduation requirements, etc.)
- Complete all applications and additional institutional requirements.

<https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/frequently-asked-questions/>

<https://youtu.be/khWKn5Uo8DE>

Georgia's HOPE and Zell Miller Scholarship Program

The HOPE Scholarship is a merit-based award available to Georgia residents who have demonstrated academic achievement. A HOPE Scholarship recipient must graduate from high school with a minimum core 3.0 grade point average and maintain a minimum 3.0 cumulative postsecondary grade point average to remain eligible. The scholarship provides tuition assistance to students pursuing an undergraduate degree at a HOPE Scholarship eligible college or university in Georgia. HOPE-eligible students must also meet high school course rigor requirements (four courses such as Algebra 2, Chemistry, Pre-Calculus, Human Anatomy, 2nd Year Foreign Languages, AP courses, etc.). For more information, visit Georgia Student Finance Commission website at www.gsfc.georgia.gov.

The Zell Miller Scholarship is a merit-based award available to Georgia residents, similar to the HOPE Scholarship, but with more stringent academic requirements and a higher level of tuition assistance. A Zell Miller Scholarship recipient must graduate from high school with a minimum core 3.7 grade point average combined with a minimum SAT score of 1,200 on the math and reading portions or a minimum composite ACT score of 26 in single national test administration and maintain a minimum 3.3 cumulative postsecondary grade point average to remain eligible. Eligible students are provided full-tuition assistance while pursuing an undergraduate degree to attend a Zell Miller Scholarship eligible college or university in Georgia. Eligible students must also meet high school course rigor requirements. For more information, visit Georgia Student Finance Commission website at www.gsfc.georgia.gov.

Special Education

A Liberty County resident at 3 years of age with a diagnosed disability per (Individuals with Disabilities Education Act regulations IDEA) is eligible to be served by the Liberty County School System. All state and federally mandated due process procedures are followed. Once a student is determined to be eligible under IDEA, an Individualized Education plan (IEP) is created and special education services provided. All of our students work toward a General Education Diploma. Students meeting state and local graduation requirements receive a General Education Diploma. On the day before the student turns 22 years old, the services provided will terminate.

College Admissions

Because colleges, universities, and technical colleges have varying admission policies, students should carefully research the admissions requirements for institutions to which they plan to apply. Your school counselor and advisor can give you advice on which test(s) may be right for you and how to register. All Georgia public colleges and universities accept either the SAT or the ACT for admission, while private institutions, as well as colleges outside of Georgia, may prefer one test over the other. Be aware of the admission and testing requirements and deadlines for the schools in which you are interested.

College-bound students are encouraged to take one or both of these college-admissions tests in the winter or spring of their junior year. Some students choose to take the tests more than once to increase their score with additional practice and time in the classroom. Most institutions will accept a student's highest subtest score from different test administrations to combine for the highest composite score. Some students choose to submit scores for both the ACT and the SAT to give colleges a more complete picture of their abilities.

College-admissions tests require a fee, though fees may be waived for students from families who meet income eligibility criteria. Ask your counselor for more information about fee waivers if you think you might qualify. A Fee Waiver Form is submitted instead of money to cover college testing and admissions fees for eligible students.

Parents and students wanting to learn more about college applications should create an account with GAfutures. Through GAfutures, students will be able to check the admission requirements of their potential colleges or universities to determine if they require SAT or ACT for admission. Other factors to consider that also weigh into the evaluation process for admission are coursework, grades, and extracurricular activities. For more information and assistance, visit at www.gafutures.org.

Financial Aid

Financial aid is funding which may be derived from a variety of sources (grants, loans, scholarships, work study, etc.) that helps pay college costs. The package of financial aid funding is determined by family financial need and the availability of funds. Students are encouraged to begin the process by creating an account on www.gafutures.org, Georgia's resource to help students of all ages explore and plan for college and careers. Students will also need to complete the Free Application for Federal Student Aid (FAFSA), a form required by most colleges for students applying for financial aid, including federal loans and other aid. The FAFSA does request financial information from the current year tax return for the student and student's parents/guardians to help determine financial need. The FAFSA must be filled out prior to applying for any state funded scholarship or grant program in the state of Georgia. Applying for the FAFSA may be done by going to the FAFSA website www.fafsa.ed.gov.

BRIDGE ADVISEMENT AND CAREER PLANNING CHECKLIST

The following information is the BRIDGE ADVISEMENT CHECKLIST for grades 6-12.

Middle School Task	Grade Level and Task #	Career Advisement Processes	School Staff Responsible to Verify Responses	Data Element
1	6-1	6 th graders will create an electronic career profile. *If logged in through Student Longitudinal Data System Student Backpack, the account is already created for all students.	School Counselors / Advisors	
2	6-2	6 th graders complete one career interest inventory and save the results in their career profile.	School Counselors / Advisors	✓
3	7-1	7 th graders will complete at least one additional career interest inventory and save the results in their electronic career profile.	School Counselors / Advisors	✓
4	7-2	7 th graders will explore at least three (3) Career Clusters based on their career inventory results and save the results and career statements in their electronic career profile.	School Counselors / Advisors	✓
5	8-1	8 th graders will complete a career aptitude inventory.	School Counselors / Advisors	✓
6	8-2	8 th graders will use their career interest and career aptitude inventory results to complete an Individual Graduation Plan and to guide registration for 9 th grade courses.	School Counselors / Advisors	✓
7	8-3	8 th graders will receive notification of the Georgia Dual Enrollment program information by the time of their IGP development (flyers, website, e-blast, etc.).	School Counselors / Advisors	✓
High School Task	Grade Level and Task #	Career Advisement Processes	School Staff Responsible to Verify Responses	Data Element
9	9-1	9 th graders will explore at least three (3) Careers / Occupations and save the results in their electronic career profile.	School Counselors / Advisors	✓
10	9-2	9 th graders will annually review and revise, if necessary , their Individual Graduation Plan/Program of Study.	School Counselors / Advisors	
11	9-3	9 th graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.).	School Counselors / Advisors	✓
12	10-1	10 th graders will complete a career interest and aptitude inventory.	School Counselors / Advisors	✓
13	10-2	10 th graders will annually review and revise, if necessary , their Individual Graduation Plan/Program of Study.	School Counselors / Advisors	
14	10-3	10 th graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.).	School Counselors / Advisors	✓
15	11-1	11 th graders will save three possible choices of postsecondary options in their career profile.	School Counselors / Advisors	✓
16	11-2	11 th graders will annually review and revise, if necessary , their Individual Graduation Plan/Program of Study.	School Counselors / Advisors	
17	11-3	11 th graders will research at least one additional state or local workforce development initiative , such as "High Demand Careers Initiative," "HOPE Career Grant," "Specialized Training Centers" or any other Georgia workforce and education initiative.	School Counselors / Advisors	✓
18	11-4	11 th graders will receive notification of the Georgia Dual Enrollment program information by February 1 each year (flyers, website, e-blast, etc.).	School Counselors / Advisors	✓
19	12-1	12 th graders will complete "Next Step" information as saved to their electronic career portfolio: 4-year institution, 2-year institution, apprenticeship, military, technical college, special purpose (vocational) school or workforce.	School Counselors / Advisors	✓

***Note:** All activities except student account creation and the 9—11 IGP annual review and revise activities are data collection elements. Follow district directives regarding IGP development for high school students.



ASVAB and Military Recruitment

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students. It is usually administered to LCSS juniors and seniors at least once each school year. The ASVAB assesses students' knowledge of general science, arithmetic reasoning, word knowledge, paragraph comprehension, mathematics knowledge, electronics information, auto and shop information, and mechanical comprehension.

The ASVAB is offered to high school and post-secondary students as part of the ASVAB Career Exploration Program. The program provides tools to help students learn more about career exploration and planning, in both the civilian and military worlds of work. ASVAB scores are used primarily to determine eligibility, assign applicants to military jobs, and aid students in career exploration.

Military recruiters of each branch of the Armed Forces are available to assist students with career exploration within the military; however, students do have the right to decline the services of military recruiters. See your school counselor for any questions or concerns.

LCSS Individual Graduation Plan

ENGLISH		GRADE		UNITS (4)	
	Lit/Comp 1				
	Lit/Comp 2				
	American Lit/ Comp				
	British Lit/Comp				
<i>TOTAL UNITS</i>					

SOCIAL STUDIES		GRADE		UNITS (4)	
	World History				
	U.S. History				
	American Government				
	Economics				
<i>TOTAL UNITS</i>					

MATHEMATICS		GRADE		UNITS (4)	
	Foundations of Algebra				
	Algebra 1				
	Geometry				
	Algebra 2				
	Pre-Calculus				
	Mathematics of Finance				
	College Readiness Math				
<i>TOTAL UNITS</i>					

SCIENCE		GRADE		UNITS (4)	
	Environmental Science				
	Physical Science OR Physics				
	Biology				
	Chemistry				
	Human Anatomy				
	Oceanography				
	CTAE Fourth Science:				
<i>TOTAL UNITS</i>					

_____ PATHWAY		GRADE		UNITS (3-4)	
<i>TOTAL UNITS</i>					

HEALTH/P.E.		GRADE		UNIT (1)	
	Health (.5)				
	P.E. (.5)				
<i>TOTAL UNIT</i>					

ELECTIVES (or additional pathway)		GRADE		UNITS (3-6)	
<i>TOTAL UNITS</i>					



Course Descriptions: English/ Language Arts

Writer's Workshop

This course offers opportunities for students to explore different writing genres: narrative, argument, and expository modes of discourse. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: organization, fluency, style, diction, grammar and usage, imaginative expressions, and details. The course allows students to utilize the writing process to write independently to improve their ability to communicate effectively in writing.

Literature/Composition 1

This course focuses on a study of literary genres and informational texts; 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 on writing argument in this literature course, the student will also demonstrate competency in expository and narrative writing genres. 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 speaking and listening for a variety of purposes.

Literature/Composition 2

This course focuses on a study of literary genres and informational texts; 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. The students will also demonstrate competency in a variety of writing genres: argumentative, expository, and narrative. 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 speaking and listening for a variety of purposes.

Tenth Grade Literature/Composition

This course focuses on a study of literary genres and informational texts; 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 writing argument in tenth grade literature, the student will also demonstrate competency in expository and narrative writing genres. 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 speaking and listening for a variety of purposes.

American Literature/Composition

This course focuses on the study of American literature and informational texts, 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 argumentative and narrative genres. The students 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 speaking and listening for a variety of purposes.

British Literature/Composition

This course focuses on the study of British literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British 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 encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in argumentative and narrative genres. The students will engage in research, the impact that technology has on writing, timed writing, 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 speaking and listening skills for a variety of purposes.

High School Dramatic Writing (Film, Television, and Theatre I)

This course focuses on skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of "writerly stance" by reading, viewing, and analyzing texts and visual media from a writer's point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage.

ESOL I: Oral Communication in the Content Areas

This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested proficiency level of the student is PL 1-3. This course awards elective credit. This course is designed for students in the ELL program.

ESOL II- Writing in the Content Areas

This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested proficiency level is PL 2-4. This course awards elective credit. This course is designed for students in the ELL program.

ESOL II- Reading and Listening in the Content Areas

This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics. The suggested proficiency level is PL 1-3. This course awards elective credit. This course is designed for students in the ELL program.

Basic Reading/Writing I

This course provides fundamental skills development in the five strands of the GSE courses: Reading Literary texts, Reading Informational texts, Writing, Speaking and Listening, and Language. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GSE literary and informational texts, and writing genres associated with the students' English course), speaking, and critical thinking.

AP English Language and Composition

This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

AP English Literature

This course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.



Course Descriptions: Mathematics

Foundations of Algebra

This course is a first year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need substantial support to bolster success in high school mathematics. It will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses by emphasizing both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.

Algebra I

This course is the first course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe those students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The pacing suggested allows students to gain a foundation in linear, quadratic, and exponential functions before they are brought together to be compared and contrasted. As key characteristics of functions are introduced and revisited, students gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, and the effect of function parameters.

Geometry

This course is the second course in a sequence of three high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. Building on standards from middle school, students experiment with transformations in the plane, compare transformations that preserve distance and angle to those that do not and use transformations and proportional reasoning to develop a formal understanding of similarity and congruence. Criteria for similarity and congruence of triangles are examined, facility with geometric proofs is developed, and both are applied in proving theorems and generating geometric constructions involving lines, angles, triangles, and other polygons. Similarity in right triangles is applied to understand right triangle trigonometry. Students apply theorems about circles and extend the study of cross-sections of three-dimensional shapes; use concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane; solve problems involving parallel and perpendicular lines; and develop an understanding of independence and conditional probability to be used to interpret data. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe those students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Algebra I or its equivalent)

Algebra I Support

This course should be used in conjunction with Algebra I; the purpose of a mathematics support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Mathematics support courses are elective classes that should be taught concurrently with a student's regular mathematics class.

Geometry Support

This course should be used in conjunction with Geometry; the purpose of a mathematics support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Mathematics support courses are elective classes that should be taught concurrently with a student's regular mathematics class.

Algebra II

This is the third 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. It is in this course that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions and finally, students bring together all of their experience with functions to create models and solve contextual problems. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Geometry or its equivalent)

Advanced Mathematical Decision Making

This is a course designed to follow the completion of Advanced Algebra, Algebra II, or Mathematics III OR Accelerated Analytic Geometry B/Advanced Algebra, Accelerated Geometry B/Algebra II, or Accelerated Mathematics II. It is a fourth mathematics course option, and this 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 network models for making informed decisions.

Pre-Calculus

This is a fourth mathematics course option for students who have completed Coordinate Algebra/Algebra I, Analytic Geometry/Geometry, and Advanced Algebra/Algebra II. The course focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Advanced Algebra/Algebra II or its equivalent)

Mathematics of Finance

This is a fourth mathematics course option, which concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course is based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics and apply their concepts by modeling and problem solving financial situations.

College Readiness Math

This is a fourth mathematics course option for students who have completed Algebra I or Coordinate Algebra, Geometry or Analytic Geometry, and Algebra II or Advanced Algebra, but are still struggling with high school mathematics standards essential for success in first year post-secondary mathematics courses required for non-STEM majors. The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Algebra II or Advanced Algebra for non-STEM majors, so the course will meet the needs of college-bound seniors who will not pursue STEM fields.

Accelerated Algebra I/Geometry A

This course is the first in a sequence of mathematics courses designed to prepare students to take AB, BC Advanced Placement Calculus, or other higher-level mathematics courses. The fundamental purpose of the course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The pacing suggested will allow students to gain a foundation in linear, quadratic, and exponential functions before they are brought together to be compared and contrasted. As key characteristics of functions are introduced and revisited, students gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, and the effect of function parameters. This course begins the study of geometry by building upon work students have done in 8th grade. The course provides students with the opportunity to develop a formal understanding of similarity and congruence, then expands on similarity and the Pythagorean Theorem to investigate right triangle trigonometry.

Accelerated Geometry B/Algebra 2

This course is the second in a sequence of mathematics courses designed to prepare students to take AB, BC Advanced Placement Calculus, or other higher-level mathematics courses. It is in this course that students pull together and apply the accumulation of learning that they have from their previous course, with content grouped into nine critical areas, organized into units. Students continue to work with geometry concepts as they work with circles and theorems related to them. The students then move onto applying the geometric concepts they have previously learned in the coordinate plane in finding distances and writing equations of circles. They then build upon the probability concepts they learned in middle school. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions and, finally, students bring together all of their experience with functions to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Accelerated Algebra I/Geometry A or its equivalent)

Accelerated Pre-Calculus

This course is the third course in a sequence of mathematics courses designed to prepare students to take AB, BC Advanced Placement Calculus, or other higher-level mathematics courses. The course focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in nine units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are introduced and developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. They apply methods from statistics to draw inferences and conclusions from data. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Prerequisite: Successful completion of Accelerated GSE Analytic Geometry B/Advanced Algebra)

AP Calculus AB

This is a mathematics course in the Advanced Placement Program developed by the College Board. AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Statistics

This is a mathematics course in the Advanced Placement Program developed by the College Board. AP Statistics is designed to be the equivalent, upon taking the Advanced Placement examination, to a one-semester, introductory, non-calculus based, and college course in statistics. It offers four major themes: exploratory analysis, planning a study, probability, and statistical inference.



Course Descriptions: Science

Biology

This course's 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 fieldwork using the processes of inquiry.

Environmental Science

This course's 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 focuses on student data collection and analysis. Chemistry, physics, mathematical, and technological concepts will be integrated throughout the course. Whenever possible, careers related to environmental science will be emphasized.

Human Anatomy/Physiology

This course's curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.), instruction focuses on the essential requirements for life. 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. Chemistry will be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology will be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) will also be emphasized.

Physical Science

This course's 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 fieldwork using the processes of inquiry.

Chemistry

This course's 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 fieldwork using the processes of inquiry.

Oceanography

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 habitats.

Physics

This course's 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 physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and fieldwork using the processes of inquiry.

AP Biology

This course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

AP Chemistry

This course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP Environmental Science

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

AP Physics 1

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

AP Physics 2

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

AP Physics C: Electricity and Magnetism

This course is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

AP Physics C: Mechanics

This course is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.



Course Descriptions: Social Studies

Economics

This course is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics.

American Government/Civics

This course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

United States History

This course provides students with a survey of major events and themes in United States history. The course begins with English settlement and concludes with significant developments in the early 21st Century.

World History

This course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

Psychology

This course is based upon the scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and research, biological foundations, change in behavior and cognition, and variability of behavior among individuals and groups.

Sociology

This course is an introductory study in sociology, the study of social behavior and the organization of human society. Students will learn about the historical development of the field of sociology and the procedures for conducting research in sociology. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

Current Issues

This course analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. It integrates and reinforces social studies skills.

Ethnic Studies

This course examines the diversity of American society and focuses on various ethnic groups that make up the American population. It covers cultural orientation, contributions of each group and cultural perspectives of each group. It also integrates and reinforces social studies skills.

AP European History

This course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past.

AP Human Geography

This course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

AP Macroeconomics

This course is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Microeconomics

This course is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP United States Government and Politics

This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

AP United States History

This course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to present.

Course Descriptions: Foreign Language, Health & Physical Education, Fine Arts, CTAE

Foreign Language

**The only foreign language taught in LCSS high school classrooms is Spanish; however, additional foreign language courses are available via virtual learning opportunities. If students wish to explore foreign language options other than Spanish, contact a high school counselor to make the request.*

Spanish I

This course introduces the Spanish language and emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. It 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

This course enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. It also 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

This course enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. It also provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures. Upon completion of this course, a student has fulfilled the career pathway requirement via the World Languages pathway.



Health and Physical Education

One-half unit of credit in Health is required to meet graduation requirements, and one-half unit of Personal Fitness is required to meet graduation requirements. All of the following courses count for elective credit only. Health and physical education courses do **not fulfill career pathway requirements for graduation.*

Health

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

Personal Fitness

This course provides instruction in methods to attain a healthy level of physical fitness. It 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.

First Aid and Safety

This course focuses on developing safety habits. It stresses prevention of accidents and injuries, basic life-saving, and first aid techniques.

General Physical Education I

This course focuses on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics, and self-defense. It provides basic methods to attain a healthy and active lifestyle.

Physical Conditioning

This course provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits.

Introduction to Team Sports

This course 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.

Intermediate Team Sports

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

Advanced Team Sports

This course provides opportunities to officiate and to enhance skills in team sports strategies.

Weight Training

This course introduces weight training; emphasizes strength development training and proper lifting techniques. It includes fitness concepts for developing healthy lifetime habits.

Advanced Weight Training

This course increases strength and cardiovascular fitness through an individualized weight training program. It emphasizes self-management and adherence strategies.

Body Sculpting

This course provides methods to redefine body shape through specific exercises. It covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, over all condition of the body and increase energy levels. It is based on the American College of Sports Medicine guidelines for fitness and conditioning programs.

Advanced Body Sculpting

This course provides additional opportunities to redefine body shape through specific exercises. It covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, over all condition of the body and increase energy levels. It is based on the American College of Sports Medicine guidelines for fitness and conditioning programs. It promotes healthy means to body sculpting goals.



Dance

Modern Dance I

This course introduces modern dance; covers shape, form, line and experimentation with individual expression and creativity. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism.

Modern Dance II

This course enhances level-one skills and emphasizes complex rhythms, movement combinations, longer phrases, transitions and centering on a specific technique. It offers performing and observation opportunities.

Modern Dance III

This course enhances level-two skills and emphasizes intermediate-level technical skills, a further expansion of modern dance vocabulary, improvisation and a broader experience of performance opportunities.

Music (Band)

Intermediate Band I

This course provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. It includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. It also stresses individual progress and learning and group experiences; strengthens reading skills.

Intermediate Band II

This course enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. This course 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 individualized learning and group experiences.

Intermediate Band III

This course enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. It covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. It also stresses individualized learning and group experiences.

Intermediate Band IV

This course enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision with increasingly difficult literature. This course 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, practice strategies and group experiences.

Advanced Band I

This course provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. It 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. It also organizes objectives for self-paced progress through all four levels. It stresses individual progress and learning strategies and ensemble experiences.

Advanced Band II

This course 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. 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, individual learning strategies and ensemble experiences.

Advanced Band III

This course enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific instrument. 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, individual learning strategies and ensemble experiences.

Advanced Band IV

This course enhances level-three skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. 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 in an increasing breadth of repertoire, individual learning strategies and ensemble experiences.

Mastery Band I (Percussion)

This course allows students to develop master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. They explore compositional and improvisational techniques of instrumental music.

Mastery Band II (Percussion)

This course allows students to continue to develop master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. They explore compositional and improvisational techniques of instrumental music.

Mastery Band III (Percussion)

This course allows students to develop mastery-level tone quality, intonation, balance, precision, phrasing, and techniques. Students are expected to consistently demonstrate mastery level sight-reading skills and respond to expression markings in the musical score. Compositional and improvisational techniques of mastery band ensembles are explored, and a variety of standard mastery band ensemble literature of various historical and contemporary styles and genres is performed at the mastery level.

Mastery Band IV (Percussion)

This course allows students to continue to develop mastery-level tone quality, intonation, balance, precision, phrasing, and techniques. Students are expected to consistently demonstrate mastery level sight-reading skills and respond appropriately to expression markings in the musical score. Compositional and improvisational techniques of mastery band ensembles are explored, and a variety of standard mastery band ensemble literature of various historical and contemporary styles and genres is performed at the mastery level.

Music (Chorus)

Beginning Chorus I

This course provides opportunities to develop 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 organizes objectives for self-paced progress through all four levels. It also stresses individual progress and group experiences.

Beginning Chorus II

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

Beginning Chorus III

This course enhances level-two skills and provides further opportunities to develop 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.

Beginning Mixed Chorus IV

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

Advanced Chorus I

This course provides advanced-level performers 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 organizes objectives for self-paced progress through all four levels. It also stresses individual progress and group experiences.

Advanced Chorus II

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

Advanced Chorus III

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

Advanced Chorus IV

This course enhances level-three 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 Women's Chorus I

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

Music (Piano/Keyboard Techniques)

Beginning Piano/Keyboard Techniques I

This course introduces basic piano keyboard techniques. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. It provides an individualized setting.

Beginning Piano/Keyboard Techniques II

This course enhances level-one skills and provides further opportunities for individualized study of keyboard techniques. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

Beginning Piano/Keyboard Techniques III

This course enhances level-two skills and provides further opportunities for individualized study of keyboard techniques. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

Theatre Arts

Theatre Arts/Fundamentals I

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

Theatre Arts/Fundamentals II

This course enhances level-one skills by producing and studying children's theater in depth with performance opportunities.

Theatre Arts/Fundamentals III

This course enhances level-two skills by producing and studying literature as related to theater. It provides opportunities for performance with focus on language arts classes.

Visual Arts

Comprehensive I

This course introduces art history, art criticism, aesthetic judgment and studio production. It emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. It explores master artworks for historical and cultural significance.

Ceramics/Pottery I

This course introduces the characteristics of clay and design in clay using various techniques of construction and decoration. It emphasizes hand building and introduces other forming techniques, surface decoration and glaze applications. It also covers styles of ceramic works from Western and non-Western cultures.

Ceramics/Pottery II

This course enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. It introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.

Drawing and Painting I

This course introduces drawing and painting techniques and a variety of drawing and painting media. It stresses critical analysis of master paintings and drawings of different styles and historical periods and emphasizes problem-solving techniques to achieve desired results in personal work.

Drawing and Painting II

This course enhances level-one drawing and painting skills and provides opportunities to apply painting and drawing techniques in a variety of media. It stresses critical analysis of master paintings and drawings of different styles and historical periods and emphasizes problem-solving techniques to improve techniques and mastery of materials.

Photography I

This course introduces photography as an art form. It covers the historical development of photography and photographic design and its cultural influences. It also emphasizes the basics of exposing and processing photographs, and introduces 35mm photography. It stresses appropriate processing techniques and safe use of photographic materials and equipment.

Photography II

This course enhances level-one skills and provides opportunities to apply photographic design methods. It introduces enlarging negatives and stresses composing and processing techniques using a 35mm camera and pinhole camera with varied focal lengths. It also emphasizes appropriate processing techniques and safe use of photographic materials and equipment and darkroom techniques. It continues to explore photography and photographers for historical and critical appraisal.

Photography III

This course enhances level-two skills and provides opportunities to apply more complex photographic designs. It introduces advanced and experimental pinhole and/or 35mm photographic techniques. The course explores alternative, experimental developing chemicals and processes and stresses personal expression of ideas and depth of exploration in selected photo techniques. Students will continue to explore photography and photographers for historical and critical appraisal.

Photography IV

This course enhances level-three skills and provides opportunities to apply more complex photographic designs using advanced and experimental pinhole and/or 35mm photographic or digital techniques. It explores alternative/experimental processes in traditional or digital photography. It stresses personal expression of ideas and depth of exploration in selected photo techniques. This course also continues to explore photography and photographers for historical and critical appraisal.

Sculpture I

This course introduces the design and production of relief sculpture and sculpture-in-the-round. It emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. It also includes additive, subtractive and modeling methods; explores traditional and nontraditional materials for sculpted works and their sculptors.

Sculpture II

This course enhances level-one skills and explores the design and production of relief sculpture and sculpture-in-the-round. It also emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. It includes additive, subtractive and modeling methods and explores traditional and nontraditional materials for sculpted works and their sculptors.



Agriculture, Food, and Natural Resources

Agribusiness Management and Leadership

This course provides a foundation for students interested in pursuing a degree in agribusiness through post-secondary study or to enter the agribusiness industry upon graduation from high school. The student will demonstrate competence in the application of principles and practices of agribusiness management and leadership. The course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, business management, financial analysis, communications, agricultural law, leadership and teamwork, ethics, and agricultural economics. Mastery of these standards through project-based learning and leadership development activities in FFA and supervised agricultural experience program will help prepare students for post-secondary study or entry into agribusiness.

Basic Agricultural Science

This course is designed as an introduction or support course for the Agriscience 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.

Floriculture Production and Management

This course is designed to introduce students to the principles and practices of floriculture production. Students will develop floriculture skills and the basic understanding necessary to be successful in entry-level positions in the floriculture industry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Forest Science

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 Basic Agricultural Science. *This course counts towards satisfying the fourth science graduation requirement and a CTAE pathway completion requirement.*

General Horticulture and Plant 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. *This course counts towards satisfying the fourth science graduation requirement and a CTAE pathway completion requirement.*



Nursery and Landscape

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.

Wildlife Management

This course introduces students to the principles of wildlife management and conservation and to opportunities for further education and careers in the field of wildlife biology. The course includes instruction in the history of wildlife management, ecological concepts, habitat assessment, habitat management techniques for wildlife, population dynamics, predator-prey relationships, wildlife species biology and identification, human-wildlife conflict resolution, the role of hunting in conservation, game and fish laws and regulations, hunters safety, and the application of scientific principles to managing wildlife habitat and populations. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Architecture and Construction

An asterisk () next to a course indicates a Dual Enrollment program opportunity through the Liberty County School System's partnership with Savannah Technical College. See page 22 for more information about DE.*

***Industry Fundamentals and Occupational Safety**

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.

***Introduction to Construction**

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.

Carpentry I

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 craftsman.

***Welding I**

This course is designed to allow students to master basic welding techniques. Students will identify, rate, select, and use proper weld techniques to produce quality beads. The student will also properly prepare base metal to produce good weld quality. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Intro to Metals

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 workforce, 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.

***Welding IV**

This course is designed to allow students to master intermediate shielded metal arc welding techniques used in 1G, 3G, 4G, 5G, and 6G positions in open-root pipe welds. Also included is the development of skills in reading welding detail drawings and air carbon cutting arc and gouging. Upon completion of this course students will be able to enter into an entry-level job as a welder or advance onto a higher degree of learning. 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. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

AV/Technology and Communication

An asterisk () next to a course indicates a Dual Enrollment program opportunity through the Liberty County School System's partnership with Savannah Technical College. See page 22 for more information about DE.*

Introduction to Graphics and Design

This course provides students with an introduction to the principles of graphic communications and design and its place in the world. This course should also help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society. In this course, high school students can acquire a fundamental understanding of the graphic communications and design

world. They can learn the theories behind designs and how to work with consumers. discussion of ethical issues relating to graphic also be important threads in this course. Graphic processes and industries that create, develop, utilizing or incorporating words or pictorial and feelings. The products facilitate learning, enjoyment, motivation, and commerce. Graphic Communications includes the family of market segments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries; they are often referred to as the graphic arts, print, or imaging industries. Graphic design is the process of communicating visually using typography and images to present information. Graphic design practice embraces a range of cognitive skills, aesthetics, and crafts, including typography, visual arts, and page layout. Like other forms of design, graphic design often refers to both the process (designing) by which the communication is created and the products (designs) which are generated.



creating aesthetically pleasing Exposure to career possibilities and communications and design should Communications is defined as the produce, and disseminate products images to convey information, ideas,

Graphic Design and Production

This course focuses on the procedures commonly used in the graphic communication and design industries. Students will gain experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic communications.

Advanced Graphic Design

This course continues to explore the principles of design and layout procedures as they relate to 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.

***Audio and Video Technology and Film**

This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses. The prerequisite for this course is advisor approval.

***Audio - Video Technology and Film II**

This course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

***Audio-Video Technology and Film III**

This course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Intro to Film Production

This course will serve as the second level course in the AVTF Film Production career pathway. The course prepares students by teaching introductory technical skills and employment needs for an entry level film production worker or to enter a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to terminology, safety, equipment, script writing, production teams, editing, post-production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate Career, Technical Student Organizations (CTSO) for providing leadership training and for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. The pre-requisite for this course is successful completion of Audio & Video Technology & Film I course.

Introduction to Digital Media

This course provides the basic components of animation development from storyboarding elements to advanced software capabilities. The course serves as an introduction to the animation history, keyboarding shortcuts, project filing, and career awareness. Instruction in this course focuses on storyboard creation, the physics and anatomy of motion, technology of animation, properties and use of color, cameras and lighting, fundamentals of modeling and animating, creating a portfolio and file management. This course provides a structure for digital literacy as well as development of technical knowledge and intellectual skills for analytical thinking; in addition, students will work productively and responsibly in individual and collaborative settings.

Advanced Animation, Game and App Design

This course provides student the opportunity to continue working in 2-D and 3-D environments by importing 3-D models while working in multiplane 3-D space and Z depth, morphing, and inverse kinematics. While learning the basics of game and app design, the students will acquire knowledge of human and animal animatics, apply the aesthetic and technical aspects of animation of characters, and analyze the physics and physicalization of action, weight, and timing. The course advances students' knowledge of sound integration into animated products; by focusing on skills that include lip-syncing, voice-overs, and synchronization. Portfolio development will include animation reels and other products. Students will learn the processes of post-production and will work both independently and in small production teams to manage the production pipeline for a 3-D project. In the final phases of the project completion, students will work collaboratively to meet deadlines and will be expected to produce an animated final project that reflects competency with editing, rendering, updating reel, and self-promotional support items. Students may also develop a working game or app as a final project. Through the exploration of projects, students will continue to work independently and collaboratively to develop content delivery, story and technical mastery. The prerequisite for this course is Principles and Concepts of Animation.

Business, Management, and Administration

Introduction to Business and Technology

This course is the foundational course for Business & 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 proficiencies 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 also 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. After mastery of the standards in this course, students should be prepared to earn an industry-recognized credential: Microsoft Office Specialist for Word Core Certification.

Business and Technology

This course 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. The prerequisite for this course is Introduction to Business and Technology.

Business Communications

This course teaches students to 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. The prerequisites for this course are Introduction to Business and Technology and Business and Technology.

Legal Environment of Business

This course addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will understand the concepts and apply their knowledge to situations and defend their actions, decisions, and choices. Legal Environment of Business is the second course in the Entrepreneurship and Human Resources Management pathway in the Business Management & Administration Cluster. Students enrolled in this course must have successfully completed the first course in the pathway, Introduction to Business & Technology.

Entrepreneurship

This course focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, and business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course. Students enrolled in this course should have successfully completed Introduction to Business and Technology and Legal Environment of Business.

Finance

Financial Literacy

This course will empower students 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.

Introduction to Business

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 proficiencies 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.

Principles of Accounting I

This course allows students to perform accounting activities for sole proprietorships and corporations following generally accepted accounting procedures. Students will analyze business transactions and financial statements, perform payroll, examine the global perspective of accounting, and evaluate the effects of transactions on the economic health of a business. Competencies for the co-curricular student organization Future Business Leaders of America (FBLA) are integral components of the performance standards\

Education and Training

Examining the Teaching Profession

This course prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies. Also the creation of an effective learning environment, instructional opportunities for diverse learners and students with special needs. In this course, students plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites. 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.

Contemporary Issues in Education

This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

Teaching as a Profession Practicum

This course 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 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.

Early Childhood Education I

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

Early Childhood Education II

This course is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.

Early Childhood Education Practicum

This course offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). This field experience may be used as partial requirements for the candidate to earn the nationally recognized CDA credential. The practicum stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. 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.

Early Childhood Education III

This course is the third course in the Early Childhood Care and Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Practicum. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition.

Government and Public Administration

JROTC Army Leadership Education I (LET 1)

Course Description: 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 Education II (LET 2)

This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. 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. The Junior ROTC 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 Education III (LET 3)

This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. 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. The Junior ROTC 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 Education IV (Let 4)

Course Description: 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 built on the leadership skills developed in JROTC 3. 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. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and cocurricular activities that support the core employability skills standards and McRel academic standards.

JROTC Army Leadership Education V

This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, learning how to study search for a career and write a resume, build a team, resolve conflicts and perform community service. 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.

JROTC Army Leadership Education VI

This course includes classroom instruction and laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance, learning how to write positive affirmations and use them to affect positive change. Study character education and development and perform a community service project based on what you have learned. Students can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)* for completing studies in character education and performing related service projects. 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.



Health Science

Introduction to Healthcare Science

This course is a foundations course for Therapeutic Services pathways. 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 Safety and Health 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 postsecondary institution of their choice to continue their education and training.

Essentials of Healthcare

This course is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The pre-requisite for this course is Introduction to Healthcare. Students who earn 1 unit of credit for this course also receive 1 unit of credit for Human Anatomy and Physiology. *This course counts towards satisfying the fourth science graduation requirement and a CTAE pathway completion requirement.*

Allied Health and Medicine

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. Instructors may select which classroom content standards 1-14 best meet his/her individual classroom needs in addition to the required clinical/capstone project to equal total class time available for the course.

Patient Care Fundamentals

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). Upon completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant. (Programs and instructors must affiliate with and be approved by the GA Medical Care Foundation www.gmcf.org in order for students to be able to sit for the GA Registry Examination. Requirements for equipment, clinical hours, etc. can be found through the GA Medical Care Foundation.)

Sports Medicine

This course 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. *This course counts towards satisfying the fourth science graduation requirement and CTAE pathway completion requirement.*

Therapeutic Services Nursing Internship

This course is an internship that focuses on the applications of Nursing Essentials skills and technology. Content focus is delineated in the internship performance standards which include clinical application hours and additional hours utilized in the classroom, lab, or clinic settings.

Medical Services Internship

This course is an internship that focuses on the applications of Medical Services skills and technology. Content focus is delineated in the internship performance standards which include clinical application hours and additional hours utilized in the classroom, lab, or clinic settings.

Hospitality and Tourism

Introduction to Culinary Arts

This course is 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. This course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

Culinary Arts I

This course 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 A

Culinary Arts II

This course 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.



Human Services

An asterisk () next to a course indicates a Dual Enrollment program opportunity through the Liberty County School System's partnership with Savannah Technical College. See page 22 for more information about DE.*

***Introduction to Personal Care Services**

This course introduces both fundamental theory and practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Areas addressed in this course include: state rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology. Students will experience basic hands-on skills in each area to help them determine the pathway they are most interested in pursuing. By completing courses in the personal care services pathways, students can potentially earn credit toward the hours required by the Georgia State Board of Barbering and/or Cosmetology or hours toward their license as an esthetician or nail technician.

Cosmetology Services II

This course, as well as additional advanced cosmetology courses, is aligned with the Georgia State Board of Cosmetology requirements and licensure and with the Technical College System of Georgia. This course is designed to enhance the understanding of anatomy of the skin and hair relating to the Cosmetology Industry. Students will master shampooing, permanent waving, haircutting, basic skin care, and make-up application while maintaining safety and sanitation in the workplace set forth by OSHA standards. The prerequisite for this course is Introduction to Personal Care Services.

Cosmetology Services III

This course will cover haircutting, hair color, and relaxers. Both theory and practical work will be implemented for students to have basic entry-level skills in the field of cosmetology. Safety and infection control will be applied throughout this course. Professional work ethics, communication skills, critical thinking skills, soft skills and professional image will be utilized during this course. This course aligns to the regulations and requirements of the State Board of Cosmetology. The prerequisites for the course are Introduction to Personal Care Services and Cosmetology Services II.

Barbering Fundamentals

Introduction to Personal Care

This course introduces both fundamental theory and practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Areas addressed in this course include: state rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology. Students will experience basic hands-on skills in each area to help them determine the pathway they are most interested in pursuing. By completing courses in the personal care services pathways, students can potentially earn credit toward the hours required by the Georgia State Board of Barbering and/or Cosmetology or hours toward their license as an esthetician or nail technician.

Science: Sterilization, Sanitation, and Bacteria

Introduces fundamental theories and practices of bacteriology, sterilization, sanitation, safety, and the welfare of the barber/stylist and patron. Topics include: sterilization, sanitation, safety, bacteriology, and Hazardous Duty Standards Act compliance.

Haircutting & Shampooing I

This course introduces the theory and skills necessary to apply basic techniques. Safe use of haircutting implements are stresses. The course also introduces the fundamental theory and skills required to shampoo hair. Laboratory training includes shampooing a live model. Topics include patron preparation, haircutting terminology, safety and sanitation implements, basic haircutting techniques, shampoo chemistry, and shampoo procedures.

Science: Anatomy/Physiology

Develops knowledge of the function and care of the scalp, skin, and hair. Emphasis is placed on the function, health, and growth of these areas. Topics include: cells, skeletal system, muscular system, nervous system, circulatory system, and related systems.

***Barbering II**

This course is designed as an introductory level course for the Barbering Pathway and presents intermediate skills and knowledge related to barbering and scientific and mathematical corollaries. Clinical activities are included in this phase of study. Clinicals included in this course involve: individualized and precise designing, cutting, and shaping of the hair. Students will earn credit hours toward the completion of the 1500 credit hours required by Georgia State Board of Barbers. According to the State Board of Barbering, each student must obtain 280 total hours of theory training before the student is allowed to render clinical services. This course provides more in-depth competencies for the co-curricular student organization SkillsUSA and presents integral components that should be incorporated throughout instructional strategies. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. The pre-requisite for this course is Introduction to Personal Care Services.



Information Technology

Computer science

How can computing change the world? What is computer science? Engage your creativity. Demonstrate and build your problem-solving ability all while connecting the relevance of computer science to society! Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. 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 organizations are integral components of both the employability skills standards and content standards for this course. Computer Science Principles is the second course in the Programming, Game Design, Internet of Things, Web Development, Cloud Computing, and Computer Science pathways in the Information Technology Cluster. Students enrolled in this course should have successfully completed Introduction to Software Technology.

Into to Software Principles

Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications 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, and/or 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 organizations 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 the digital world. Introduction to Software Technology is a course that is appropriate for all high school students. The pre-requisite for this course is advisor approval.

Game Design: Animation and Simulation

Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Finally, level design, storytelling, and animation are added to develop a virtual world around the characters. These same techniques are at work in training simulator systems, virtual shopping experiences, augmented reality, and many other important career options. Schools offering this program can provide a foundation of traditional drawing, illustration, and art courses to make way for the 2D and 3D animation, storytelling, character development, audio, and game technology. Various forms of technologies will be used to expose students to resources and application of computer science. 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 organizations are integral components of both the employability skills standards and content standards for this course. Students taking this program are strongly encouraged to add an internship to their curriculum which will give them real world experience,

understanding how the computer game industry works. Game Design: Animation and Simulation is the third course in the Game Design pathway. Students enrolled in this course should have successfully completed Introduction to Software Technology and Computer Science Principles. After mastery of the standards in this course, students should be prepared to earn an industry-recognized credential in this career areas.

Law, Public Safety, Corrections, and Security

An asterisk () next to a course indicates a Dual Enrollment program opportunity through the Liberty County School System's partnership with Savannah Technical College. See page 22 for more information about DE.*

***Introduction to Law, Public Safety, Corrections and Security (LPSCS)**

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 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**

This course 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 incorporated throughout instructional strategies of the course. The prerequisite for this course is Introduction to Law, Public Safety, Corrections and Security.

***Essentials of Legal Services**

This course is the second course for the Legal Services pathway and provides an overview of the judicial process and role in our constitutional system of government. The major focus of the course is on constitutional rights of citizens and the corresponding duties of governmental officials. Students will learn about the role of the United States Supreme Court as the final arbiter of constitutional rights and responsibilities, as well as learning about the legal process in both criminal and civil cases. Students will learn about the various participants and the legal and ethical roles in criminal and civil cases. Students will not only understand these legal concepts but will be able to apply their knowledge to various scenarios and defend their choices, decisions, and actions. Employability skills will be integrated into the tasks, activities, and projects to demonstrate skills required in legal services careers. The pre-requisite for this course is Introduction to Law, Public Safety, and Corrections and Security.

***Applications of Law**

This course is the third course for the Legal Services/Applications of Law pathway. Which focuses on substantive law, both criminal and civil law, as well as the application of the law to factual scenarios. Students will learn the basic concepts of criminal law in order to analyze factual scenarios and apply criminal law to justify an appropriate criminal charge and the presence of possible defenses. Students will also learn basic civil law, including, torts, contracts, real property, family law, and immigration law. Students will not only understand the foundations of civil law but will learn to use the IRAC (Issue, Rule, Analysis, and Conclusion) method of legal analysis and making cogent and persuasive legal arguments. Students will develop critical-thinking skills necessary to apply the law to various factual situations and to defend choices, decisions, and actions. Employability skills will be integrated into the tasks, activities, and projects to demonstrate skills required in legal services careers. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security, and Legal Essentials of Legal Services.

***Applications of Corrections**

This course provides an analysis of all phases of the American Correctional System and practices including the history, procedures and objectives. Topics include the history and evolution of correctional facilities; legal and administrative problems; institutional facilities and procedures; probation, parole and pre-release programs; alternative sentencing; rehabilitation; effects and costs of recidivism; community involvement; and officer safety; and staffing. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security and Criminal Justice Essentials.

***DE Firefighting I**

The Firefighter I Technical Certificate of Credit program is conducted in cooperation with the Georgia Fire Academy and Georgia Firefighter Standards and Training to ensure graduates have the skills, knowledge, and credentials to serve as firefighters in paid and volunteer fire departments. Graduates have the opportunity to be tested and certified at the National Professional Qualifications level. Program graduates receive a Firefighter I Technical Certificate of Credit.



Science, Technology, Engineering, and Mathematics

Foundations of Engineering and Technology

This course 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.

Engineering Concepts

This course is the 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.

Engineering Applications

This course 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 working drawings and prototypes.

Transportation, Distribution, and Logistics

An asterisk () next to a course indicates a Dual Enrollment program opportunity through the Liberty County School System's partnership with Savannah Technical College. See page 22 for more information about DE..*

***Automotive Services Technology 4**

This course teaches students in this pathway the basic skills needed to gain employment as a maintenance and light repair technician. Students will also learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and then determine necessary action. In addition, they will learn how to evacuate and recharge air-conditioning systems using the proper refrigerant. The hours completed in this pathway are aligned with ASE/NATEF standards and are an excellent foundation for the entry-level technician.

***Automotive Suspension and Steering Systems**

This course introduces students to principles of steering, suspension, wheel alignment, electronic steering, and electronic active suspension. Topics include: general suspension and steering systems diagnosis; steering systems diagnosis and repair; suspension systems diagnosis and repair; related suspension and steering service; and wheel alignment diagnosis.

Fundamentals of Aerospace

This course is designed as the foundational course for both the Aviation Maintenance and the Flight Operations pathways. Students will gain a fundamental knowledge base in aviation history and regulations, the basic principles of flight, aerospace careers, and factors influencing work systems, aerospace technologies, and basic aviation meteorology. These concepts can later be applied to various aerospace occupations. Classroom and lab activities will assure students a thorough understanding of the aerospace environment.

***Structural Fundamentals**

This course introduces the fundamental concepts required in aerospace structural manufacturing and repair.

***Aerodynamics**

This course presents the theory of flight and aircraft design as it applies to the manufacturing and repair processes.

***Structural Layout**

Aircraft Assembly Technician: Certificate

Program Overview

The Aircraft Assembly Technician certificate program will provide technical training to existing industry and individuals interested in obtaining aircraft structural assembly skills. This program will provide a minimum of training for the job market entry and/or upgrading for existing industry personnel and could lead to continued training for a diploma. This program results from industry requesting new personnel with the skills addressed in the aircraft structural courses included in this program.

• ASTT1010 Basic Blueprint Reading

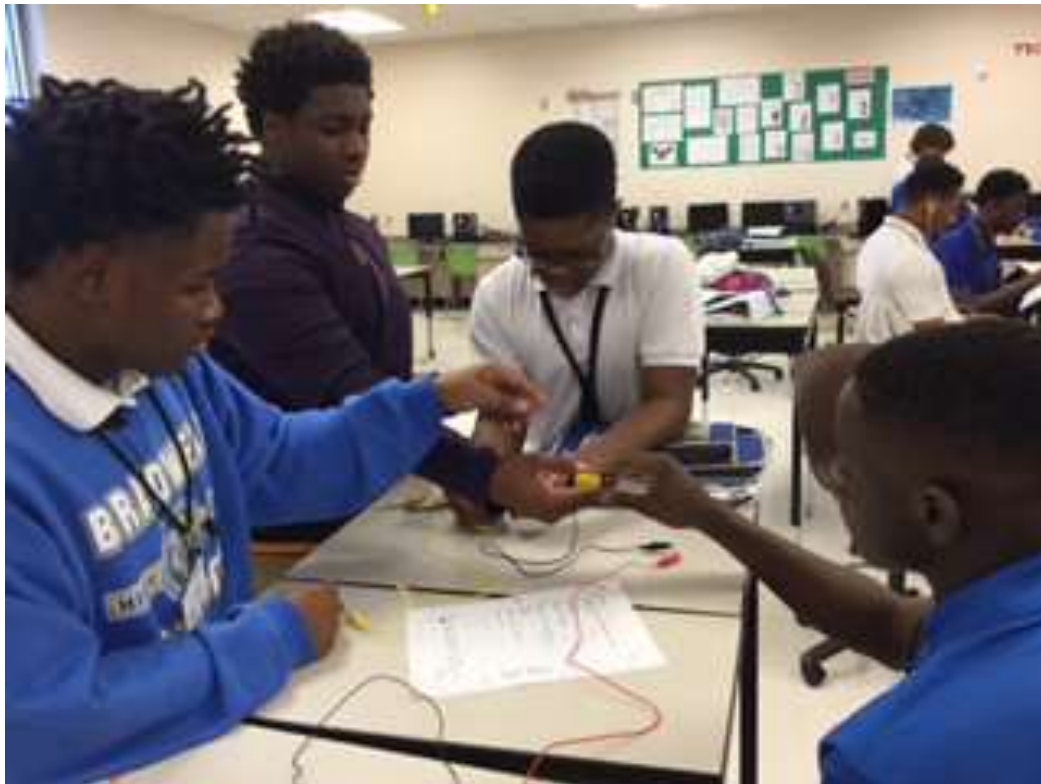
This course introduces basic blueprint reading. Emphasis will be placed on reading and interpreting blueprints found in a manufacturing environment. Topics include: lines and symbols, orthographic drawings, views, material, form and position, title blocks, sketching, features, and sections.

• ASTT1070 Aerodynamics

This course presents the theory of flight and aircraft design as it applies to the manufacturing and repair processes. Topics include: terminology, theory of flight, structural design, control surfaces, and stress and fatigue.

• ASTT1030 Structural Fundamentals

Introduces the fundamental concepts required in aerospace structural manufacturing and repair. Emphasis is placed on safety, quality, and precision. Topics include: safety, flat pattern layout, quality standards, fasteners, hand tools, and precision measuring instruments.



Additional Electives

Journalism

This course is a yearlong course designed for students to develop journalism and design skills and the ability to apply these skills through the production of the school yearbook. The fundamentals of yearbook journalism include coverage of the school year's events, ethics, writing story copy, writing captions, creating sidebars, and photojournalism. Yearbook design includes creating professional layouts, using enhanced graphics, effectively using color and taking many photographs. Students will also develop skills in the principles of advertising to include accounting and ad design. Responsibilities of the yearbook staff member include planning the yearbook ladder, creating yearbook layouts, designing pages, taking photographs for the pages, writing captions on the pages, selling yearbooks and selling business ads. The yearbook advisor must approve student selection for this course. Afterschool work time is vital for success in this elective course.

SAT/ACT Preparation

This course focuses on preparing students to take all portions of the SAT and ACT.

Project Success I (only at Bradwell Institute)

This course provides an intervention instructional/support laboratory program for disadvantaged, and at-risk students. It includes assessment of interests and abilities, adaptation of curriculum, instruction, facilities, equipment, guidance, counseling, career development activities and transitional services to ensure equal access to vocational programs.

Project Success II (only at Bradwell Institute)

This course enhances level-one competencies and provides further support services in math, language arts, social studies, science and vocational studies.

Work-Based Learning

This course affords students an opportunity to utilize skills learned within their specific pathway courses in a work environment for high school credit and possible wages. Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. There are several opportunities for students to participate in work-based learning. These opportunities include Employability Skill Development, Cooperative Education, Internship, Youth Apprenticeship, and Clinical Experiences.



LCSS Course Request Form

Student's Legal Name _____

Homeroom Teacher _____

Current Grade (circle one): 9th 10th 11th 12th

Birthdate _____

Official Request of Courses for Registration for 2022-2023 School Year

Academic Courses Requested:
(Course title only.)

Pathway and Elective Courses Requested:

*List the course titles in order of priority.
[#1=the course you MOST want.]*

All 8 must be completed, and all 8 DIFFERENT electives should be of interest to you.

1.
2.
3.
4.
5.
6.
7.
8.

My student and I have reviewed the pre-registration materials and instructions for completing the registration form and have selected the appropriate academic courses and electives based upon graduation requirements, counselor recommendations, and course progression. We understand that this form is a registration request form only and not a guarantee of the courses to be taken next year.

Parent/Guardian Signature Date

Student Signature Date

Please note: Courses vary at each high school site. Honors, accelerated and remedial core courses may be requested as desired. The course requests are only granted after careful consideration of previous grades, instructor feedback and current class size.

LCSS Honors/AP Enrollment Commitment Agreement 2022-2023

First Name

Last Name

Grade

Honors Courses are designed for students who wish to take courses that challenge them beyond what is offered through regular college preparatory classes. Advanced Placement (AP) courses offer material that is intellectually stimulating and challenges students with the study of ideas, themes, and problems. Honors/AP coursework will demand the use of higher order thinking skills including abstract reasoning, analysis, synthesis, and evaluation. Students and parents need to be aware of the academic workload and the additional time that must be devoted to study before committing to Honors/AP courses.

- **By signing this commitment agreement, I understand that the following conditions and requirements for admission to an Honors/AP class.**
- **I have met the prerequisite course requirement.**
- **By registering for an Honors/AP course, I am making a commitment for the entire course. Once enrolled in the class, I may not withdraw unless approved by the principal.**
- **I thoroughly understand the course description and expectations of a college-level course.**
- **I will complete all summer assignments prior to the first day of classes.**
- **I will take the AP exam.**
- **I will be in class on time every day, except in an emergency or severe illness.**
- **I will put forth maximum effort throughout the entire year and commit to having excellent classroom participation.**

*******Some block schedule Honors/AP courses are taught in a yearlong format. The student is expected to complete both the Honors (Fall Semester) and AP (Spring Semester).***

Student Signature

Date

I support my student's decision and I understand the ramifications of this selection.

Parent Signature

Date

College Entrance Exams

ACT

The American College Testing, or ACT, College readiness assessment is a composite standardized test in four skill areas: Mathematics, English, Reading, and Science. The ACT is normally given during the following months: September, October, December, February, April, June and July. Additional information can be found at www.actstudent.org.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test administered by the College Board and co-sponsored by the National Merit Scholarship. PSAT normally takes place in the fall of sophomore and junior years. Make sure to see your school counselor to learn more about the PSAT. Additional information can be found at: www.collegereadiness.collegeboard.org/psat-nmsqt-psat-10.

SAT

The Scholastic Aptitude Test, or SAT, is published by the College Board and is used to measure college readiness. The SAT encompasses testing critical reading, mathematics, and an optional essay writing section. The SAT is normally given during the following months: August, October, November, December, March, May, and June. Additional information can be found at: www.collegereadiness.collegeboard.org/sat.

ACCUPLACER

The ACCUPLACER is an assessment designed to evaluate student's skills in mathematics, reading, and writing. This assessment is mostly used by technical colleges for enrollment and course placement purposes. This assessment provides college and career readiness information necessary for high school counselors and college officials to properly advise students on course selection, preparation, and opportunities for success. Make sure to see your school counselor to learn more about local college programs and programs at the Liberty College and Career Academy which require ACCUPLACER scores. Additional information can be found at www.accuplacer.collegeboard.org.

**College Entrance Examination Board (CEEB) codes are necessary for students to register for college entrance exams.
Bradwell Institute 111-615
Liberty County High 111-616*

**Always check the admission requirements of your potential colleges or universities to determine if they require the SAT or ACT for admission. Other factors to consider which also weigh into the evaluation process for admission are coursework, grades, and extracurricular activities.*

Dual Enrollment

Dual Enrollment

Georgia's Dual Enrollment Program provides funding for students who are dually enrolled at a participating eligible public or private high school, or home study program in Georgia, and a participating eligible postsecondary institution in Georgia. These students take postsecondary coursework for credit towards both high school graduation or home study completion and postsecondary degree, diploma, or certificate requirements. The program is offered during all terms of the school year: fall, spring and summer semester or fall, winter, spring and summer quarter.

Program Year 2022-2023, effective Summer term 2022

House Bill 444 has passed both the House and Senate as of March 3, 2020. HB 444 was signed into law by Governor Kemp April 28, 2020.

We understand that many questions exist and that high schools, home study programs, students and colleges are preparing to register for summer and fall term courses now. Over the coming days, GSFC will be working to update all Dual Enrollment content on its website, GAfutures.org, to reflect the provisions of HB 444, based on the presumed implementation this summer.

Additional information may be found at:

<https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/>

