Griffin-Spalding County Schools
High School Advisement Guide
2021-2022 School Year

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PURPOSE OF THIS GUIDE

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

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

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

ADVISEMENT PROGRAM

One of the primary goals of Griffin-Spalding County Schools is to prepare students to be college, career, and life ready. The Griffin-Spalding County Student Advisement Program is designed to assist students in acquiring the knowledge and skills needed to make decisions that enable them to take full advantage of the well-balanced curriculum offered in our secondary schools. Through the presentation of current information concerning career/pathway selection, graduation requirements, and course offerings during individual and group advisement sessions, the professional educator becomes the mentor to the student. The following procedures are utilized in Griffin-Spalding County Schools to facilitate this process and promote college and career readiness:

- During the 8th grade year, students and their parents/guardians and advisor/counselor will develop an Individual Graduation Plan (IGP) to be revised annually as prescribed by the Bridge Law.

- Advising students and parents on high school pathways and academic curriculum, preparing them for college applications, admissions, job readiness, soft skills (non-cognitive skills), and interview skills.

- Informing all students of Dual Enrollment and Advanced Placement courses to prepare students for the rigor of postsecondary education.

- Providing information to assist in the planning and preparation for post-secondary options

- Informing students about post-secondary financing that can be used to support post-secondary options and training.

- Annual advisement sessions are encouraged with students and parent(s)/guardian(s) to provide academic, career, social/emotional guidance, review progress in meeting graduation requirements and to assist in selecting high school courses for the following year. Sessions may be conducted individually or in groups as deemed appropriate by local school personnel.

WORDS YOU NEED TO UNDERSTAND: THE LANGUAGE OF HIGH SCHOOLS

Accreditation: The recognition by an outside agency that a school maintains certain standards which enables students to qualify for admission to other accredited institutions. The school system is accredited by AdvancED, the umbrella organization over the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

ACT: A college-admissions test covering English, Reading, Science Reasoning, and Mathematics. See website: https://www.act.org/

ACCUPLACER: ACCUPLACER supports students ready to start earning credits toward their degree as well as those who need to develop their skills before taking college-level courses. ACCUPLACER scores let students know where they stand academically, which makes it easier for them to plan a successful path toward a college degree.. See website: https://accuplacer.collegeboard.org/about/get-to-know-accuplacer

Agenda Book: An organizational tool for students that includes the school handbook, calendar of school events, assignment book, and reference information.

AP (Advanced Placement): Rigorous, college-level coursework taken in high school. Students who score a 3 or better (1–5 scale) on an optional AP exam at the end of the school year may earn college credit

BRIDGE Law: The BRIDGE (***B**uilding **R**esourceful **I**ndividuals to **D**evelop **G**eorgia's **E**conomy*) Act, House Bill 400, was signed into law May 2010 to create an atmosphere motivating middle- and high-school students to learn because they see the relevance of education to their dreams and future plans. The implementation of the BRIDGE Act provides middle- and high-school students with career counseling and regularly-scheduled advisement to choose a focused plan of study. See brochure from GA Dept of Education at: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/BRIDGE-separate-card.pdf

Career Pathway: A concentration of three to four designated technical and/or academic courses that offer a seamless path to postsecondary work in college or technical school in a designated field. 9th graders, with help from their family and school advisors, will select a Career Pathway to explore during high school, with the possibility of real-life experience in the field before graduation.

Class Rank: A student's standing based on his or her cumulative grade percent average as compared with that of other members of the class. In a class of 100, the student with the highest grade percent average would be ranked Number 1 and the lowest Number 100.

College Board: The organization that provides college entrance and other testing, including SAT, TOEFL, PSAT/NMSQT, and AP exams. See website: https://collegereadiness.collegeboard.org/

Core Courses: Refers to both required and elective courses in Language Arts, Mathematics, Science, and Social Studies. (For the purpose of college admissions, world languages & Latin credits also are included in the Core Course category.)

Credits/Units: The terms credits and units (or Carnegie Units) are used interchangeably to identify how much each course passed counts toward meeting the 23 credits/units required for graduation from high school.

CSS/Financial Aid PROFILE: A financial aid form required by many private colleges in addition to the FAFSA.

Dual Enrollment: A dual credit program that allows high school students (grades 9-12) to pursue full-or-part time study through approved colleges and universities, and receive both high school and college credit for the successful completion of approved academic courses on the state's dual enrollment list.

The program pays for college tuition, books, and mandatory fees. Credit hours paid by the Dual Enrollment program does not count towards the limit of hours paid for by The HOPE Scholarship or HOPE Grant programs.

Early Action (EA): Students who apply to college by an early fall date (and meet higher entrance expectations)may receive a non-binding acceptance letter from the college prior to winter break.

Early Decision: An agreement between the college and applicant that indicates a student will attend college if he or she is accepted early in the fall. Early decision programs usually are binding. Early Decision is not an obligation to be taken lightly since schools honor one another's binding decisions. Only students whose decision would not be contingent on receiving a certain level of financial aid should consider this option.

End of Course (EOC) assessments: Tests that measure learning of the statewide curriculum in designated courses to ensure that high academic standards are being met in all Georgia high schools, as required by the Board of Education.

Elective Courses: Classes that may be selected by the student and are included in the 23 credits required for high school graduation. Electives in the core academic areas and Modern and Classical Languages are academic in nature and are included in the HOPE scholarship GPA.

Eligibility: Mandatory guidelines for student participation in sports and extracurricular activities. Check with your local school athletic director for details.

English Learners (ELs): Students whose first language is not English and who are not yet proficient in English. These students are served in the EL program and take ESOL courses.

English to Speakers of Other Languages Courses (ESOL):
Courses providing an opportunity for students whose primary or home language is not English to acquire proficiency

Fee Waiver: The Fee Waiver Form is submitted instead of money to cover college testing and admission fees. This form is available to students who receive free or reduced lunch based on their current lunch application.

Financial Aid: Money, which may be derived from a variety of sources (grants, loans, scholarships, work study), that helps pay college costs. The "package" of funds is determined by family financial need and the availability of funds.

Four-Year Plan: An outline of the courses a student plans to take while in high school. The plan will take into consideration the student's academic history, career goals, interests, and plans for additional education beyond high school.

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. Requests financial information from the current year tax return for the student and student's parents/guardians. This form also may be used for HOPE application eligibility.

Georgia Alternative Assessment (GAA): A standardized portfolio assessment designed to assess the achievement of students with significant cognitive disabilities based on alternate achievement standards. The expectation of performance differs in complexity from a grade-level achievement standard.

Gifted Courses: Rigorous coursework for students who qualify for Gifted Education services. Gifted sections are designated in selected subjects by local schools.

Georgia Standards of Excellence: State performance standards that help to define the knowledge and skills students should have during their K–12 education careers so that they will graduate from high school fully prepared for college and careers. Adopted at the state level, Georgia Standards of Excellence (GSE) are in place for Mathematics (K–12), Language Arts (K–12), and literacy standards in Science, Social Studies, and Career and Technical Education (6–12) for the 2016–17 school year.

Gifted Education: A program of education designed for students who demonstrate a high degree of intellectual and creative ability, who exhibit an exceptionally high degree of motivation, and/or who excel in specific academic fields. Gifted Education classes are available to students who meet specific eligibility criteria established by the state Board of Education.

Governor's Honors Program: A summer residential program that offers an enriching and challenging educational opportunity for exceptional high school students. This highly selective program requires a teacher's nomination and an extensive interview process for eligible sophomores and juniors.

Honors Courses: Coursework designed at an advanced level for students who excel in that content area. Honors sections are designated in selected subjects by local schools.

Honors Graduate: A distinction earned by seniors whose cumulative grade percent average is 89.5% or above at a designated point prior to graduation.

HOPE Scholarship Program: (Helping Outstanding Pupils Educationally) An educational funding program through the Georgia Lottery. You may visit www.gafutures.org to learn more. Three different funding options are available through HOPE.

HOPE Grant: As of 2016, the HOPE Grant pays a portion of tuition for qualified students who are enrolled in eligible diploma or certificate programs at selected technical colleges in Georgia. Students enrolled in designated programs of study who are eligible for, and receiving, HOPE Grant funding also may be eligible for funding from the Strategic Industries Workforce Development Grant. Note: High school students may participate in the Move on When Ready (MOWR) program to earn college credit at a technical college while still in high school. Credit hours paid by the MOWR program do not count toward the limit of hours paid for by the HOPE Scholarship or HOPE Grant programs.

HOPE Scholarship: As of 2016, the HOPE Scholarship pays a portion of tuition for qualifying students (HOPE GPA of 3.0+ in required and elective core academic classes) who are enrolled in degree-granting programs at eligible public colleges and universities in the state of Georgia. The amount of the award is adjusted annually, based on lottery revenue. Eligible students enrolled in a Georgia private college or university may qualify for a private HOPE award plus a Georgia Tuition Equalization Grant.

The Zell Miller Scholarship: Students who meet more rigorous GPA, coursework, and testing standards qualify for full tuition at Georgia's public institutions and the full private HOPE award at private Georgia colleges and universities.

Hospital/Homebound (Teleclass): A program offered to students who cannot attend a regular setting due to illness or accident. To participate in the program, students must expect to be absent from school for at least 10 consecutive school days. Please visit *wwwgafutures.org* for more information.

Individual Graduation Plan (IGP): A component of the BRIDGE Act is the requirement that all 8th grade students during their spring semester create an Individual Graduation Plan (IGP). This graduation plan helps "map out" the rigorous academic core subjects and focused work in mathematics, science, or social studies, fine arts, world languages & Latin or sequenced career pathway coursework. The IGP is based on the student's selected academic and career area to prepare them for their chosen career. This plan must be developed in consultation with parents/guardians, students, school counselor or teacher as advisor.

Junior Reserve Officer Training Corps (JROTC): A four year progressive program of leadership training and development, open to all students in grades 9–12. Students who complete three years of JROTC fulfill the Health and Physical Education requirement for graduation.

NCAA Clearinghouse (Eligibility Center): Reviews high school transcripts and SAT/ACT test scores of students offered NCAA Division I and II scholarships to make sure all NCAA requirements are met.

Postsecondary: Referring to college or technical college coursework.

Prerequisites: Courses, test scores, recommendations, and/ or grade level that must be completed or acquired before taking the next sequential course, grade, etc.

Private College or University: A school that is not supported by state taxes. Also referred to as an independent college.

PSAT/NMSQT (Preliminary SAT/National Merit Scholar Qualifying Test): A shortened version of the SAT offered in October for high school students in grades 10 and 11. To be considered for the National Merit Scholarship program, students must take the PSAT during their junior year. The PSAT 8/9, administered to 8th and 9th graders, establishes a baseline measurement of college and career readiness and connects students to AP courses. It tests the same skills and knowledge as the SAT and PSAT/NMSQT in a way that makes sense for that grade level.

Public College or University: A college or university that is supported by state funding and must follow state guidelines.

Required Courses: Specific courses that must be successfully completed prior to high school graduation. These courses must be retaken if not passed the first time.

SAT: A college-admissions exam measuring critical reading, math, and proficiency in writing. See website: https://collegereadiness.collegeboard.org/

Semester: An 18-week instructional period during which students earn 1.0 credits (semester block schedule) for each course passed. The school year is comprised of two semesters.

Student & Parent Graduation Progress Monitoring Tool (Form): This tool (form) is posted on the school's website. The purpose is to allow both students and parents to monitor the progress towards graduation.

Summer School: A shorter, more intensive session offering students the opportunity to repeat courses required for high school graduation, either face-to-face at a school or online educational platforms.

Test-Out Option: An option to earn high school credit for designated courses associated with an End of Course assessment by demonstrating subject mastery before taking the course. Students must meet all requirements to qualify.

Transcript: The complete record of all high school courses taken and grades earned. A student's transcript contains his or her cumulative record along with scores on state- and county-required tests.

FREQUENTLY ASKED QUESTIONS

I want to make sure I'm ready for college. How do I decide which classes to take? The best advice… Challenge yourself to take the toughest classes in which you can be successful. You'll be better prepared for success in college and many colleges consider the difficulty of an applicant's high school curriculum in making admission decisions.

But, how do I decide which courses will be most challenging for me? In the course descriptions, you'll find the list of required courses— for instance, certain courses in Mathematics, Science, Language Arts, and Social Studies. Each course has several options or levels, with some offering an accelerated format or a more in-depth approach for students who excel in that area of study. For some courses, especially upper-level ones, you may be able to take Advanced Placement (AP) classes. Students who take these college-level courses and do well on optional AP exams may earn college credit or skip required entry-level classes in college. Talk to your family, your teachers, your advisor, and your counselor about which option best suits your academic strengths and prepares you for the courses you'll take in college or career training.

How can I make sure I'll do well in my classes? Get organized early and stay that way. Don't wait to get help if you think you need it or are falling behind. Your teachers, your counselor, your advisor, and your family will all be behind you and encouraging you to do your best work from the first day, but a lot of your success in high school depends on you!

What are some things I can do at home? Be organized, and keep up with homework assignments and projects. Study class lecture notes to review what was taught in class, even when you do not have assigned homework in a subject. Begin studying for a test several days ahead so you have time to review the material and retain it.

If I am not doing well in a course, what should I do? The first step is to speak with your classroom teacher and set up a time before or after school (or during school, depending on your schedule) for extra help from your teacher. You also may sign up for student tutoring sessions. If you need additional suggestions, speak with your advisor or schedule an appointment with your school counselor.

If I am failing a class, can I drop it mid-semester? No. Dropping a class mid-semester is not an option.

How do I make up a course if I fail? Courses can be made up through Edgenuity courses after the school day, or during summer school. See your school counselor or advisor for more information.

If a student fails a course and retakes the course, is the first failed grade cancelled out? No. Once a student earns a semester grade, it will never be removed from the academic record (transcript). Required courses must be retaken if failed. Both semester grades will be a part of the academic record and the high school grade percent average (GPA), and also will be considered for HOPE Scholarship eligibility.

Do high schools award grades for "effort"? No. High school students do not earn effort grades. Semester grades reflect your academic achievement in the class.

When are final exams and how much do these grades count in my semester grades? In lieu of final exams for FY21, students will be given opportunities to improve their average by submitting missing assignments, retaking tests, etc. Students will be allowed an optional final exam to replace the lowest grade. For some courses, the state requires an End of Course (EOC) assessment - which counts for a percentage of the overall course grade as determined by the Georgia Department of Education. Specific test dates are designated for each test.

What tests do I have to pass before I graduate?
Georgia Milestones End-of-Course (EOC) –assessments administered at the completion of core high school courses specified by the State Board of Education, in accordance with O.C.G.A. § 20-2-281(f), to measure student achievement in the four content areas of English/Language Arts, Mathematics, Science, and Social Studies.
Are PE and Health required courses? Do I have to take them in 9th grade? Yes, Personal Fitness (PE) and Health are required for graduation. You do not have to take these courses in 9th grade, although that schedule is best for most students. In addition, students earning three credits of Junior Reserve Officer Training Corps (JROTC) fulfill the PE/Health requirement for graduation. You must take Personal Fitness and Health before you can take other Health and PE courses.

When will I get the drug and alcohol certificate I need for my driver's license? During Health class, you will participate in a one-week seminar on drugs and alcohol, called the Alcohol and Drug Awareness Program (ADAP). You will receive a certificate to show you completed the course. Keep the certificate, as you will need it when you apply for your driver's license. You also must contact the registrar at your school to request a certificate of school enrollment to apply for a learner's permit. You will need the ADAP certificate and certificate of enrollment to apply for a driver's license. If a student is not present for the ADAP course, the health teacher can provide an opportunity to learn the content online and receive the certificate. For complete information on driver's license requirements, go to the Department of Driver Services website (www.dds.ga.gov/ADAP).

How many years of world language should I take? A minimum of two years of coursework in the same modern or classical language is required for admission to Georgia colleges and universities. Many students enjoy language courses and continue to take them for four years. Specific out-of-state colleges require up to four years of modern or classical language study. Beginning study of another language in the 9th grade allows you to take additional years of study if you want or need these classes.

What are my choices for electives? You may take elective courses in academics, Fine Arts, Career and Technical Education, world languages & Latin, and PE/fitness. Students will consider possible careers and select electives accordingly.

I'm interested in Career and Technical Education classes. What do I need to know? Careful planning is required if you want to include a concentration of technical classes in your schedule. If you are interested in taking courses at the Griffin Regional College and Career Academy, make an appointment with your school counselor to determine when you can best fit these courses into your high school schedule.

How important is it to be involved in extracurricular activities, such as clubs, sports, and volunteer projects? School leaders recommend that all students participate in one or more extracurricular activities while in high school. Students who are involved in activities feel more connected to the school. Also, colleges and scholarship committees frequently request information on extracurricular participation and demonstrated leadership while in high school.

GRADUATION REQUIREMENTS

There are 2 different routes to meet high school graduation requirements - traditional and non-traditional (formerly Senate Bill 2).

Traditional graduation requirements are specific to the year a student first enters the ninth grade. Completion of these requirements does not necessarily qualify students for the HOPE Scholarship Program or for college admission. Please be certain to reference the correct set of requirements prior to planning course requests for the coming year. Students and parents, along with school personnel, have the responsibility for keeping a record of students' progress toward graduation. School counselors will assist in keeping students and parents informed of students' progress toward graduation.

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

- **English Language Arts** – 4 core units, including one unit of Ninth Grade Literature and Composition and one unit of American Literature and Composition
- **Mathematics** – 4 core units, including Algebra I, Geometry, Algebra II or their equivalents. Remaining units must come from GSE/AP/IB/Dual Enrollment courses
- **Science** – 4 core units, including one unit of Biology, one unit of Physical Science or Physics, and one unit of Chemistry, Earth Systems, Environmental Science, or AP course, and one additional science unit
- **Social Studies** – 3 core units, including one unit of World History, one unit of United States History, one-half unit of Economics, and one-half unit of American Government/Civics. ***Griffin Spalding County Schools operate on a block schedule; therefore, students will receive a full unit of Civics and a full unit of Economics*
- **Health and Physical Education** – 1 unit, including one-half unit of Health and one-half unit of Personal Fitness *(3 units of JROTC may be used to meet this requirement)*
- **Programs of Study in Career Tech and/or world languages & Latin and/or Fine Arts** – 3 units *(students planning to enter the University System of Georgia or most other post-secondary institutions must take 2 units of the same world languages & Latin)*
- **Additional Electives** – 4 units from any area

Dual Enrollment High School Graduation Option B (formally known as SB2) offers qualified students an alternate path to high school graduation. Students choose to simultaneously earn a high school diploma and a college Associate Degree, or a Technical Diploma, or two (2) TechnicalCertificates of Credit in a specific career pathway. Qualified students may take some of the high school required classes under the Dual Enrollment Program.

Complete all required high school courses:
2 English/Language Arts, 2 Math, 2 Science, 2 Social Studies, 1 Health/PE and all required Milestone/EOC Exams associated with those courses.

Additional information can be found in this brochure: DE High School Graduation Option B

Our high schools operate on a 4x4 Block Schedule format; therefore, students can earn up to 32 unit credits.

Students are required to take the Georgia Milestones End-of-Course assessments in core classes as prescribed by the Georgia Department of Education. These EOC Assessments count as a percentage of a student's grade for the course. Students are also tested on the PSAT in tenth grade.

MATHEMATICS COURSE SEQUENCE CHART

Mathematics: Four units of core credit in mathematics shall be required of all students, including Mathematics I or GPS Algebra, or its equivalent and Mathematics II or GPS Geometry, or its equivalent and Mathematics III or GPS Advanced Algebra or its equivalent. Additional core courses needed to complete four credits in mathematics must be chosen from the list of GPS/ CCGPS /AP/IB/dual enrollment designated courses.

9th Grade	10th Grade	11th Grade	12th Grade
GSE Algebra I	GSE Geometry	GSE Algebra II	GSE Pre-Calculus College Readiness Math
GSE Honors Algebra I	GSE Honors Geometry	GSE Honors Algebra II	Honors GSE Pre-Calculus College Readiness Math AP Options Dual Enrollment
GSE Algebra I Support & GSE Algebra I	GSE Geometry Support and/or GSE Geometry	GSE Algebra II	College Readiness Math Pre-Calculus
GSE Honors Geometry	GSE Honors Algebra II	GSE Pre-Calculus Honors GSE Pre-Calculus Dual Enrollment AP Options	Calculus Honors Calculus AP Options Dual Enrollment

LANGUAGE ARTS COURSE SEQUENCE CHART

ELA: Four units of credit in English language arts shall be required of all students. A full unit of credit in American Literature/Composition and a full unit of credit in Ninth-Grade Literature and Composition shall be required. All courses that may satisfy the remaining units of credit are identified with a "c."

9th Grade	10th Grade	11th Grade	12th Grade
Ninth Grade Literature and Composition	Tenth Grade Literature and Composition AP Options	American Literature and Composition	British Literature and Composition Advanced Composition
Honors Ninth Grade Literature and Composition	Honors Tenth Grade Literature and Composition AP Options	Honors American Literature and Composition AP Options Dual Enrollment Options	Honors British Literature and Composition Honors Advanced Composition AP Options Dual Enrollment Options

SOCIAL STUDIES COURSE SEQUENCE CHART

Social Sciences: Three units of credit shall be required in social studies. One unit of credit shall be required in United States History. One unit of credit shall be required in World History. One-half unit of American Government/Civics shall be required. One-half unit of Economics shall be required.

9th Grade	10th Grade	11th Grade	12th Grade
American Government/Civics AP Options	World History	U.S. History	Economics
Honors American Government/Civics AP Options	Honors World History AP Options	Honors U.S. History AP Options Dual Enrollment Options	Honors Economics AP Options Dual Enrollment Options

SCIENCE COURSE SEQUENCE CHART

Science: Four units of credit in science shall be required of all students, including one full unit of Biology; one unit of either Physical Science or Physics; one unit of either Chemistry, Earth Systems, Environmental Science or an AP/IB course; and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements. Any AP/IB science courses may be substituted for the appropriate courses listed below.

9th Grade	10th Grade	11th Grade	12th Grade
Biology **Honors Biology**	**Chemistry** **Honors Chemistry** **AP Options**	**Honors Physics**	**Forensic Science** **Environmental Science** **AP Options** **Dual Enrollment** **Other 4th Science options**
Ecology	**Biology**	**Chemistry**	**Physical Science** **Physics** **AP Options**
Physical Science	**Biology**	**Chemistry**	**Forensic Science** **Physics** **Environmental Science** **AP Options** **Dual Enrollment** **Other 4th Science options**
Honors Physical Science	**Honors Biology**	**Honors Chemistry**	**Forensic Science** **Honors Physics** **Environmental Science** **AP Options** **Dual Enrollment** **Other 4th Science options**

Non-Traditional Graduation Requirements (Formerly Titled Senate Bill 2)
Students earn two secondary credits in state required ninth and tenth grade level high school courses or their equivalent: two English courses (one must be 9th grade Literature), two mathematics courses (Algebra and Geometry), two science courses (one must be Biology), and two social studies courses; and any state required tests associated with any said course; and earn one secondary credit in health and physical education.
Upon completion of those requirements, students complete one of the following post secondary options and they will be deemed to have met all high school graduation requirements and shall not be subject to any courses or assessments otherwise required for purposes of graduation.

Complete
1) ANY Associate Degree OR
2) Complete any Technical College Diploma OR
3) Complete 2 prescribed Technical Certificates of Credit in Welding, Manufacturing, Computer Programming or Computer Information Systems.

Check the GRCCA website: www.grcca.education for further details and information.

Listed below are the CTAE pathways. More detailed information can be found in the CTAE and Griffin Regional College & Career Academy Sections:

CTAE CLUSTER INFORMATION / HIGH SCHOOL PATHWAYS

Cluster	Pathway	Schools With That Pathway
Architecture & Construction	<u>Carpentry</u> 1st - Industry Fundamentals and Occupational Safety 2nd - Introduction to Construction 3rd - Carpentry I <u>Electrical</u> 1st - Industry Fundamentals and Occupational Safety 2nd - Introduction to Construction 3rd - Electrical I	GHS & SHS GHS
Arts, A/V Technology, and Communications	<u>Audio-Video Technology and Film I</u> 1st - Audio and Video Technology and Film 2nd - Audio-Video Technology and Film II 3rd - Audio-Video Technology and Film III	GHS
Business, Management & Administration	<u>Business and Technology</u> 1st - Introduction to Business and Technology 2nd - Business and Technology 3rd - Business Communications Entrepreneurship	GHS, SHS, AZK AZK
Education	<u>Early Childhood Care and Education I</u> 1st - Early Childhood Education I 2nd - Early Childhood Education II 3rd - Early Childhood Education III	SHS
Government & Public	<u>JROTC Army</u> 1st - LET IA & IB 2nd - LET 2A & 2B 3rd - LET 3A & 3B 4th - LET 4A & 4B	GHS, SHS
Health Science	<u>Therapeutic Services/Allied Health and Medicine</u> 1st - Introduction to Healthcare 2nd - Essentials of Healthcare	GHS, SHS

	3rd - Allied Health & Medicine **Therapeutic Services/Sports Medicine** **1st - Introduction to Healthcare** **2nd - Essentials of Healthcare** **3rd - Sports Medicine**	**GHS, SHS**
Hospitality & Tourism	**Culinary** **1st - Introduction to Culinary Art** **2nd - Culinary I** **3rd - Culinary II**	**GHS, SHS**
Information Technology	**Web & Digital Design** **1st - Introduction to Digital Technology** **2nd - Digital Design** **3rd - Web Design** **Computer Science** **1st - Introduction to Digital Technology** **2nd - Computer Science Principles** **3rd - AP Computer Science**	**GHS, AZK** **SHS**
Law, Public Safety, Corrections & Security	**Law Enforcement Services/Public Safety Communications** **1st - Intro to Law, Public Safety, Corrections & Security** **2nd - Criminal Justice Essentials** **3rd - Public Safety Communication**	**GHS**
Science, Technology, Engineering & Mathematics	**Engineering & Technology** **1st - Foundations of Engineering & Technology** **2nd - Engineering Concepts** **3rd - Engineering Applications**	**GHS, SHS**

REQUIREMENTS FOR PROMOTION (GRADE PLACEMENT) Regulation IHE-R(1)
Beginning with students enrolling in 9th grade in 2014 - 2015 and subsequent years, students must earn 85% of the possible units of credit to be promoted to the next grade.

Examples:

Block Schedule:

9th grade - promotion from 8th grade

10th grade - 7 credits (8 possible)

11th grade - 14 credits (16 possible)

12th grade - 20 credits (24 possible)

Graduation Requirements - 23 credits (32 possible)

HOW GRADES AND CREDITS AFFECT HIGH SCHOOL STANDING

On the block schedule, one unit of credit is earned for each course passed each semester. A student can potentially earn 8 credits each semester on the block schedule. The required number of credits must be earned for promotion to the next grade and for graduation. *(See Requirements for Promotion section above)*. Students who do not earn enough credits for promotion OR who fail a required course MUST retake courses either in summer school, credit recovery or in a subsequent semester.

A passing grade is 70 or higher.

GRADING SCALE:

A: 90 -100

B: 80 - 89

C: 70 - 79

F: 0 - 69

RANK IN CLASS, WEIGHTED AND NON-WEIGHTED NUMERICAL AVERAGES

Rank in class is determined by the cumulative weighted numeric grade average (CWNGA) of all grades in accumulated courses. All required and elective courses are utilized in computation of the cumulative weighted and non-weighted numerical averages and the high school weighted and non-weighted grade point averages (GPA). For credits earned in the 2017-2018 school year or later, five points are added to the numerical grade for each Honors course completed in Griffin-Spalding Schools, and ten points for each Advanced Placement course completed in Griffin-Spalding Schools. Also, ten points are added to the final grade of each Dual Enrollment course taken from an accredited Dual Enrollment college/university. If students wish to provide their high school with their numerical grades for dual enrollment courses, they have thirty days after the end of each semester to provide official documentation from the college/university which documents the students' final average.

For information regarding weighted averages for credits earned prior to the 2017-2018 school year, please review regulation IHC-R(1) at https://tinyurl.com/yc36syqr.

GRADE POINT AVERAGE (GPA)

The official grade point average is a cumulative weighted grade point average (CWGPA). The CWGPA may be calculated in the following way. Multiply the weighted GPA point value (see GPA quality points table below) for the course by the credits attempted for the course. The result is the grade points earned. Sum the grade points earned for all courses and then divide by the sum of credits attempted. The result is the weighted GPA.

For credits earned in the 2017-2018 school year or later, GPA quality points are awarded as shown below:

Letter Grade	Unweighted Courses	Honors Courses	AP/Dual Enrollment Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
F	0	0	0

For credits earned in the 2017-2018 school year or later, NGA quality points are awarded as shown below:

Numeric Grade	Unweighted Courses	Honors Courses	AP/Dual Enrollment Courses
70-100	0 points added	5 points added	10 points added
0-69	0 points added	0 points added	0 points added

VALEDICTORIAN, SALUTATORIAN

All units of credit earned prior to enrollment must have been earned from a state or regionally accredited school. Valedictorian, salutatorian, and honor graduates will be determined by using the cumulative weighted numeric grade average.

HONOR GRADUATES

Honor Graduates are those students who complete their senior year with a cumulative weighted numeric grade average of 89.5 or higher.

TRANSFER STUDENTS

Students who transfer from another state or from another educational setting are required to meet the criteria for promotion and graduation outlined in this guide and the Georgia high school graduation requirements, including required courses of study. Students who have questions about transfer credits should contact their school counselor for more information.

All grades, issued by an approved accredited school district or upon validation of credits, will be recorded numerically exactly as they are received from the issuing school. The only exception to this will be if a student enters with a numeric grade below 70 that is considered passing by the previous school. In this circumstance, a letter grade will be assigned. Alpha or letter grades assigned by another school will be converted to a numerical average as noted on the following chart:

Transfer Grade Conversion	
Alpha/Letter Grade	**Unweighted Numerical Equivalent**
A+	**100**
A	**95**
A-	**92**
B+	**89**
B	**85**
B-	**82**
C+	**79**
C	**75**
C-	**73**
D+	**72**
D	**71**
D-	**70**
F	**65**

END-OF-COURSE (EOC) MEASURES - MIDDLE / HIGH SCHOOL

Students enrolled in any of the 4 core courses identified by the State Board of Education are required to participate in the Georgia Milestones EOC measure at the end of each course. The core courses include: American Literature and Composition, Algebra I, Biology, and United States History. The EOC measures align with Georgia's state-adopted content standards and include an assessment of the specific content knowledge and skills inherent in each course. The EOCs provide information to help identify student strengths and areas of improvement in learning and provide data to evaluate the effectiveness of classroom instruction at the school and system levels. As such, the measures contribute to the state's accountability system – the CCRPI.

Results of the EOC, according the legislated and identified purposes, must:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- serve as the final exam for the course, contributing a percentage weight to the student's final course grade;
- provide a clear signal of the student's preparedness for the next course and ultimately postsecondary endeavors (college and career);
- allow for the detection of the progress made by each student from one assessed course to the next;
- support and inform educator effectiveness measures; and
- inform state and federal accountability measures at the school, district, and state levels.

Additional uses of the EOC include: (1) certifying student proficiency prior to the awarding of credit for students enrolling from non-accredited private schools, home study programs, or other non-traditional educational centers; and (2) allowing eligible students to demonstrate competency prior to taking the course and earn course credit (e.g., 'test-out'). In both cases, students are allotted one administration. Districts must designate the purpose of each EOC administered through Pre-ID transmission to GaDOE Data Collections, multiple student (direct) upload to the testing platform, manual entry in the online testing platform, or by hand-coding a paper-pencil answer document. Please refer to the list below for definitions of each of the designated purposes:

Completion of Course: Student is completing a current course enrollment associated with an EOC

- **Makeup from previous administration:** Student is completing ("making-up") their EOC requirement that stems from a previous EOC administration window
- **Retest:** Student is retesting due to a Grade Conversion Score below 70 received during a previous administration
- **Test-Out:** Student is attempting to demonstrate subject area competency for an EOC course, that they have not yet taken (as described elsewhere in this Handbook and in keeping with State Board Rule 160-5-1-.15)
- **Validation of Credit:** Students are enrolling from a non-accredited home study program, private school, or non-traditional educational entity must have credits validated before they are posted to the transcript.

STUDENT ADMINISTRATION GUIDELINES

Any student, regardless of grade-level, enrolled in an EOC course (see above) must take the appropriate Georgia Milestones EOC measure. This includes the following groups.

- Students who complete a course at the end of one semester (or some block scheduling models) will be tested at the completion of the course.
- Students following a traditionally scheduled (36-week) course will be tested at the end of the second semester of the course.
- Middle school students who are enrolled in an EOC course will be tested – regardless of whether or not they are awarded high school credit for the course.

– If enrolled in an English language arts or social studies EOC course, these students will be required to take the appropriate grade level (based upon their FTE reported grade) Georgia Milestones EOG.

– If enrolled in a mathematics or science EOC course, these students are <u>not</u> required to take the EOG in those content areas (per the terms of Georgia's ESEA flexibility waiver, approved August 2015). Again, students in these courses must take the associated EOC – but should **<u>not</u>** take the corresponding grade level EOG.

- Students enrolled in credit recovery or "make-up" courses that will award credit for an EOC associated course that the student previously failed.
- Students enrolled in alternative schools and GNETS locations.
- Students enrolled in Advanced Placement (AP) and/or International Baccalaureate (IB) courses through their local school, and students who are engaged in dual enrollment through a postsecondary institution, must take the EOC.

– Students who have previously earned their "core" (state-required) unit in the associated EOC course <u>and</u> who have previously completed the EOC requirement at that time do not have to take the EOC again if enrolled in a subsequent course that is associated with the same EOC.

▪ For example, a student who took United States History (45.08100), earned their required unit of credit, and took the U.S. History EOC, is not required to test again if enrolled in AP U.S. History (45.08200).

- Students enrolled in a Georgia public school <u>while also enrolled</u> in a private school, home study program, or non-traditional educational center for which they receive graduation credit for one of the required courses associated with a Georgia Milestones EOC measure. These students must take the Georgia Milestones EOC regardless of the private school, home study program, or nontraditional educational center's accreditation status. It is the responsibility of the local school system to determine whether criteria are met for awarding credit.
- Students enrolling from non-accredited programs, non-accredited schools, or non-traditional educational entities. These students must earn a grade conversion score of

70 on the Georgia Milestones EOC to receive credit from the public school for a course associated with a Georgia Milestones EOC measure.

Given the diversity of high school programs of study across the state, there may be situations that do not fit into the above scenarios. If there are specific situations that require further discussion, the System Test Coordinator should contact the Assessment Division.

Georgia Department of Education (2017). *Student Assessment Handbook*. Pages 54-57.

TESTING OUT - **DEMONSTRATING SUBJECT AREA COMPETENCY**

As provided for in State Board of Education Rule 160-5-1-.15 (AWARDING UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES) adopted by the Board in April 2013, the opportunity exists for students to demonstrate subject area competency ("test-out") for any course for which there is an associated EOC and earn credit for the course through that process. Students who reach the **Distinguished Learner** achievement level will have reached the required threshold for the awarding of course credit.

Under the provisions of the Rule and guidelines, local boards of education shall award course credit to students who reach a designated performance level on an EOC taken prior to taking the course. For example, a student may attempt the Biology EOC prior to taking the course. If the student reaches the *Distinguished Learner* achievement level, the local board of education shall award the student the
Biology course credit. A student may test-out of any course that has an associated EOC. As stated in this Rule, students may earn no more than three units of credit by demonstrating subject area competency in this fashion.

Students must meet the following eligibility requirements to exercise this option:

1. Not currently or previously enrolled in the course;

2. Have earned a grade of B or better in the most recent course that is the same content area of the course for which the student is attempting the EOC;

3. Received a teacher recommendation from the teacher of the most recent course in the same content area (or, if not available, a teacher in the same content area with knowledge of the student's academic achievement) for which the student is attempting the EOC; and

4. Received parent/guardian permission if the student is less than 18 years of age.

Schools should carefully consider which students would benefit from such an opportunity and advise accordingly. As part of the advisement process, schools should consider the likelihood for success in future courses that may require knowledge and skills that are inherent within the course. In addition, the student's post-secondary plans and needs must be considered. The test-out option should not be exercised for students without deliberation and clear evidence of the likelihood of student success both on the test itself and in future coursework/endeavors. Students who do not meet the eligibility criteria above must not be assessed for this purpose.

When allowing students to attempt to earn course credit through testing out, local boards of education shall:

1. Allow eligible students **only <u>one</u> opportunity per course** to demonstrate subject area competency.

2. Systems must utilize only the GaDOE designated administration windows for this purpose and all administrations must be conducted online.

3. **Local systems will be required to identify individual students who are testing for this purpose when the student is registered in the online platform.** This is critical to ensure the proper designation of the test for scoring and reporting purposes. Failure to do so may result in additional fees being invoiced to the district to correct data file/report errors.

4. Require students who do not reach the designated achievement level of *Distinguished Learner* when attempting to test-out to enroll in and complete the associated course when applicable. The student would again take the EOC at the conclusion of that course experience regardless of their score during their attempt to test-out. As outlined in long-standing guidance for the previous EOCT program (Guidance letters issued: 6/9/2004, 6/23/2004 and 12/6/2006), **EOC scores may not be banked.**

5. As stipulated in the Guidelines previously issued for this Board rule, districts/schools shall not allow students who are currently enrolled, or who have previously been enrolled in a higher level course to attempt to earn credit by testing out. For example, a student taking AP Physics may not earn credit for Physical Science through this process.

6. **The administration of all EOCs for this purpose must adhere to the system's local EOC testing calendar. This stipulation is critical to ensure test security.** For example, students taking the 9th Grade Literature & Composition EOC for the purposes of testing out must be administered the test on the same day or consecutive days that the system is administering the 9th Grade Literature & Composition EOC to all other students.

7. Districts should develop a local policy to address instances where a student has opted to test out and has achieved the *Distinguished Learner* achievement level, but then decides that

they prefer to take the course instead. Should districts permit students to do this, they must notify the GaDOE Assessment Division and incur the costs for the student's test-out administration.

Systems and schools will incur no charge for students who meet the eligibility criteria and achieve the *Distinguished Learner* achievement level. Systems and schools will incur a charge for students who fail to achieve this designated achievement level. The established fee is $50.00 per test.

As stipulated in the previously issued Guidelines related to this rule, local boards of education may develop policies related to the collection of these costs from parents or students, provided that such policies require school or school district personnel to inform the parent or student of potential costs prior to the EOC administration.

The opportunity for students to test-out may be offered by local school systems during specified EOC Mid-Month windows and during the annual Summer Main Administration. This option is not available during the Winter or Spring Main Administrations. Systems and schools must plan accordingly. All test administrations for this purpose must be conducted online. **It is critical, and required that schools code the "Purpose" field as "Test-Out" for all such test administrations that occur.** Systems may request paper/pencil materials, such as Braille, for a student with a disability that prevents the student from accessing the assessment in an online format. A request for such forms must be made a minimum of **four weeks** prior to the planned test administration. Please note that the online test format includes allowable settings to deliver a large font version.

Georgia Department of Education (2020-2021). *Student Assessment Handbook*. Pages 62-63.

EOC RETEST ADMINISTRATIONS

Eligibility for retests

Students who received a **Grade Conversion Score below 70 are eligible to participate in EOC retest administrations.** Consideration should be given to whether a retest would be in a student's best interest. **Students are not required to participate in retest administrations.** Students who "passed" (Grade Conversion Score of 70 or above) the EOC are not eligible to retest, regardless of whether they passed the course or not. **The decision about the use of EOC retest results in amending an original course grade is a local one.** Eligible students may participate in a retest administration only once for the semester/year in which the student was enrolled in the associated course. For example, a student who did not **obtain a Grade Conversion score of 70 or above** on the Biology EOC in Winter 2020 is eligible to participate in any of the Spring mid-month windows that follow the Winter Main administration within the 2020-2021 school year. The student is limited to one retest opportunity. **Systems/Schools should document their processes and attempts to notify students of their retest opportunity.**

ADMINISTRATION OF RETEST

All EOC retest administrations must be administered online and should occur only after a period of targeted remediation. Systems may request paper/pencil materials for a student with a disability that prevents the student from accessing the assessment in an online format. Braille and Large Print will be available for students who require these formats. Please note that the online platform has the ability to deliver a large print version through scalable. Retest administrations will be offered multiple times during the year as part of the Mid-Month administrations and the Summer Main Administration. Systems may retest at any time during these windows, but must adhere to the standard scheduling guidelines discussed earlier in the EOC portion of this Handbook. Students may NOT retest during the same administration as their original test administration. For instance, a student who scores below a 70 during the October Mid-Month may NOT retest during the November Mid-Month. **It is critical, and required, that schools code the "Purpose" field as "Retest" for all such test administrations that occur.** While the presence of multiple windows to administer retests is designed to allow systems to customize their local remediation opportunities, they are not intended to allow for an excessive period of time between the conclusion of the course, the original EOC administration, and the retest.
The administration of retests should adhere to the parameters noted in the table below:

	Fall Mid-Month (MM)				Winter Main	Spring Mid-Month (MM)			Spring Main	Retest During Summer Main
	Retest in August	Retest in September	Retest in October	Retest in November		Retest in January	Retest in February	Retest in March		
Original EOC Administration	Spring MM				No Retests Allowed	Fall MM	Fall MM		No Retests Allowed	Spring MM
	Spring Main	Spring Main				Winter Main	Winter Main	Winter Main		Spring Main
	Summer Main	Summer Main	Summer Main							

Retests may NOT be conducted during the spring and winter Main Administration windows. All students who are eligible to retest should do so after having completed a targeted period of remediation designed by their local system/school. However, a student should not be denied the opportunity to retest as a result of non-participation in remediation. For eligible students who did not retest, there should be sufficient documentation to indicate the student was notified of opportunities to retest and did not participate. When administering retests, individual subject areas should (as with "regular" administrations) continue to be administered on the same or consecutive days within a system. Document all attempts to test students and notify parents.

Georgia Department of Education (2020). *Student Assessment Handbook*. Pages 66-67.

DUAL ENROLLMENT & EOC

With the exception of the following courses, American Literature and Composition and United State History a student shall be exempt from taking the end-of-course assessment for a core subject course if he or she earns a post-secondary credit in that course through Dual Enrollment pursuant to O.C.G.A. §§ 20-2-149.2 or 20-2-161.3.

Postsecondary grades earned, in this situation, shall be used in the state accountability system. All students enrolled in Algebra I, Coordinate Algebra, and Biology must take the EOC regardless of the course grade awarded by the postsecondary institution. Below summarizes the courses and that are, and those that are not eligible for this exemption:

Required of All Students	Allowed Exemption
Algebra I	American Literature & Composition
Biology	US History

Students who fail to earn post-secondary credit are not eligible for the exemption and must take the EOC at the time they re-enroll in the course at their high school.

High schools are responsible for determining that post-secondary courses meet the criteria for dual enrollment and that the course content will provide the opportunity for students to learn the concepts, information, and skills assessed by the associated EOC.

When the EOC is required of dually enrolled students, scores will be counted as follows:

- The college instructor must issue a numeric grade for the student. A letter grade may also be issued, but the high school must receive a numeric score for the course.
- The college issued grade will be used on the college transcript.
- For high school credit, the course grade will be determined using the State Board approved calculation as defined in State Board Rule 160-4-2-.13.

Dual Enrollment is defined by State Board Rule 160-4-2-.34 and governed by associated guidelines provided by the GaDOE Curriculum and Instruction Division. Information regarding Georgia's *Move On When Ready* initiatives and the EOCs can be found at:

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx

ADVANCED PLACEMENT (AP) & INTERNATIONAL BACCALAUREATE (IB): CRITERIA TO EXEMPT THE EOC

The State Board of Education enacted a policy eliminating Georgia Milestones End of Course (EOC) tests for students in many AP courses, provided those students receive a passing grade in the course. This change in the State Board Rule only applies to the following four AP courses in Griffin Spalding County Schools:

AP Course	Related EOC
AP MicroEconomics	Economics
AP MacroEconomics	Economics
AP US History	US History
AP English Language	American Literature

Business Rules:

In mid-November and mid-April of the Fall and Spring semesters, any student failing the identified AP courses with a 69 or below will take the EOC. Students who are passing the course at this time will take a final exam created by the school.

70 - 100 - Take a teacher created final exam in lieu of the EOC

Below 70 - Take the EOC

60 - 69 - Students are eligible for Credit Repair ***(see link below)*** (https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=IHF-R(1)&Sch=4079&S=4079&C=I&RevNo=1.11&T=A&Z=R&St=ADOPTED&PG=6&SN=true);

Note: Any student whose grade falls in the range from 60 - 69 during his/her time of being enrolled in the course is eligible for Credit Repair regardless of being identified in mid-November or mid-April

Note: If a student does not earn credit, the student will need to retake the course if needed to meet the graduation requirements.

PROCEDURE TO ADDRESS A STUDENT THAT MISSES AN END OF COURSE (EOC) ASSESSMENT

A student's final grade in an EOC course will be determined using a combination of the student's grade in the course, (as stated by the course teacher) and the EOC score. The final grade in the course will be calculated using the teacher grade as 99.9% and the EOC score as 0.01% of the final grade. Students must earn a 70 or higher as the **final course** grade to pass the course and earn course credit.

If a student is not present for an EOC administration (main or mid-month), the system will issue a zero for the EOC score and allow the student to test during a future testing window. This zero will remain as the student's EOC grade until their testing requirement is fulfilled. If, after three additional attempts have been made to have the student test in a future window, the student does not take the EOC, the course grade shall reflect that the student did not participate in the test. Schools will provide sufficient documentation to indicate that the student was notified of additional testing opportunities and did not participate.

END OF PATHWAY ASSESSMENTS

Students who successfully complete three (3) required courses in a given CTAE pathway will be provided the opportunity to take an End of Pathway Assessment. These assessments, selected by the Georgia Department of Education, are designed to directly link to industry validated credentials and may result in national industry certifications. Each test measures industry specific technical skills required for entry level employment in a career related to the pathway.

CREDIT ASSISTANCE PROGRAM

The goal of the credit assistance program is to provide high school students with opportunities to recover credit to satisfy county and state academic requirements. These opportunities will allow students to demonstrate mastery and earn credit that will apply toward graduation requirements.

Credit Repair

Students earning a grade between 60% - 69% shall be allowed the opportunity to complete a remediation prescription as assigned by the original teacher of record. Upon completion of a minimum of 25 hours of content remediation in the areas of deficiency and successful performance on the summative assessment, a student will receive a passing grade of 70% for the original course. The original grade on the transcript will be changed to a 70 posted to the transcript at no later than the end of the semester in which the credit repair is completed.

Credit Recovery

Credit deficient students who did not pass a course (and who do not qualify for credit repair) will complete the computer-based course. In non-EOC courses, the grade reported in Edgenuity will be the grade posted on the student's transcript at no later than the end of the semester in which the course is completed. In EOC courses, the final grade reported will comprise the final grade in Edgenuity (80%) and the EOC score (20%). The grade will be posted on the student's transcript no later than the end of the semester in which the course is completed. The failing grade from the original class will remain on the transcript. Priority for credit recovery will be given to graduating seniors, then juniors, then sophomores and then freshmen on a first come, first serve basis.

Students participating in Credit Recovery will be required to complete a minimum number of hours per course (see IHF- Exhibit) with the exception being when students score at least a 70 on a unit pre-test and may exempt that portion of the course. The hours for the exempted unit(s) would then be subtracted from the required minimum hours for completion.

The GSCS BOE policy for Credit Repair and Recovery can be found at: https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=IHF-R(1)&Sch=4079&S=4079&C=I&RevNo=1.11&T=A&Z=R&St=ADOPTED&PG=6&SN=true

SCHOOL ATTENDANCE POLICY

Under the laws of Georgia, school attendance is compulsory for all children from age six (6) to age sixteen (16).

Secondary School Attendance Policy

Middle and high school students shall have no more than seven (7) absences per semester. Middle and high school students who are absent more than seven (7) days per semester will receive credit if the student adheres to the make up work provisions described in Policy JBD. In the event a reasonable suspicion exists that prolonged absences are not due to illness, medical documentation may be requested before it can be determined whether or not to excuse the absence. Submission of appropriate documentation may be requested for absences due to extenuating circumstances or any absence listed under excused absences (Policy JBD) prior to validating that the absence is an excused absence.

HOPE SCHOLARSHIP/GRANT PROGRAM

The Georgia Student Finance Commission (GSFC), a state agency, calculates HOPE averages based on transcript information provided by Griffin Spalding County Schools. Georgia's HOPE Scholarship is available to Georgia residents who have demonstrated academic achievement. The HOPE Scholarship is a merit based scholarship that provides assistance towards the cost of tuition at eligible public and private Georgia postsecondary

institutions. A student must graduate from an eligible high school with a minimum 3.0 HOPE GPA (as calculated by GSFC) and meet specific rigor course requirements, (http://www.gafutures.org/media/188054/rigor-list-august-2019-print-ready-rv10232019.pdf). Students must maintain a 3.0 GPA to keep the HOPE Scholarship while in college. ***The GPA utilized for HOPE/Zell Miller can only be located on GAfutures and not the individual transcripts processed at the student's zoned school.***

The **Zell Miller Scholarship** program is for students who have demonstrated academic achievement and are seeking a college degree. To become eligible, a student must graduate from an eligible high school with a 3.70 GPA (as calculated by GSFC) combined with a minimum score of 1200 on the math and reading portions of the SAT test or a minimum composite score of 26 on the ACT test in a single national test administration and meet all HOPE Scholarship eligibility requirements. Also, a student may become eligible for the Zell Miller Scholarship by being the designated valedictorian or salutatorian and meet all HOPE Scholarship eligibility requirements. Students must also meet the rigor requirements to become eligible for the Zell Miller Scholarship which includes earning four full units of rigorous courses. A full list of rigorous courses can be found at http://www.gafutures.org/media/188054/rigor-list-august-2019-print-ready-rv10232019.pdf.

A set of frequently asked questions and answers on the HOPE and Zell Miller Scholarships can be found at: https://www.gafutures.org/media/188055/faqs-hope-zm-scholarshiprv102319.pdf.

Please review the following sites for HOPE information and a list of rigorous courses:
https://www.gafutures.org **and**
https://www.gafutures.org/media/187520/rigor-course-list-september-2017.pdf.

This section reflects HOPE scholarship information from gafutures.org. During a student's high school career, students and parents must make sure to stay informed about any changes to this statewide program. Additional information is available from your counseling office and through: Georgia Student Finance Commission 2082 East Exchange Place, Tucker, Georgia 30084, (770) 724-9003 or 1-800-505-4732 Web address: https://www.gafutures.org or gsfc.georgia.gov.

GAfutures provides current and accurate educational information to schools and agencies throughout Georgia in order to help young people and adults make informed post-secondary choices. Features include individual portfolio building, test preparation, general career information, college planning, financial aid and scholarship information, military options, and personal skill and interest assessments. Each student establishes a GAfutures account in high school or upon enrollment and should maintain the same account through graduation. If a student needs a reminder about their username and/or password, they should contact their school counselor.

INFINITE CAMPUS PARENT PORTAL

Parents of students in grades K–12 have access to class schedules, attendance records and grades through the Parent Portal which is an easy-to-use, secure communications tool. Additionally, the Parent Portal enables parents to verify and ***update as needed (vitally important that your child's school personnel have current contact information - especially in case of emergencies)*** household information, including their email address, home address and telephone numbers.

The GSCS Infinite Campus Parent Portal can be found at the website address:
https://campus.spalding.k12.ga.us/campus/portal/spalding.jsp

New Parent Portal User

New Parent Users can request a Parent Portal Activation Key using the online Parent Portal Key Request or the parent can visit the school and present a valid photo ID. The Parent Portal Activation Key cannot be provided over the phone.

- The **Student Number** can be found on your student's report card or transcript.
- The portal activation application also requires the last 4 digits of the **student's social security number (SSN)**.
- If you did not provide your child's SSN at enrollment/registration, please contact the school's main office during open school hours to get your child's assigned SSN-like number. ***This number cannot be provided over the phone. You will need to present a valid photo ID at your child's assigned school***.

HOW TO SET UP YOUR PARENT PORTAL ACCOUNT

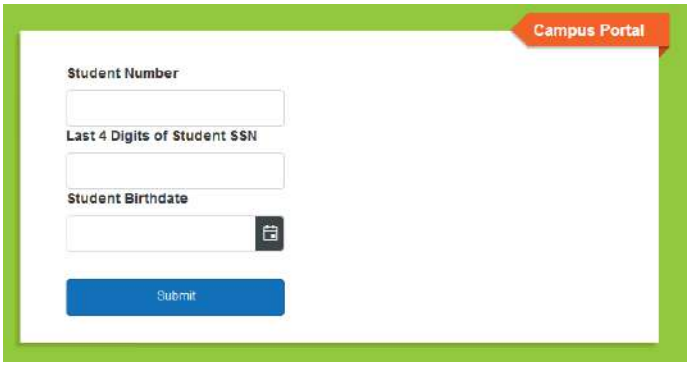
FIRST TIME ACCOUNT CREATION

Follow these instructions to create a parent portal account.

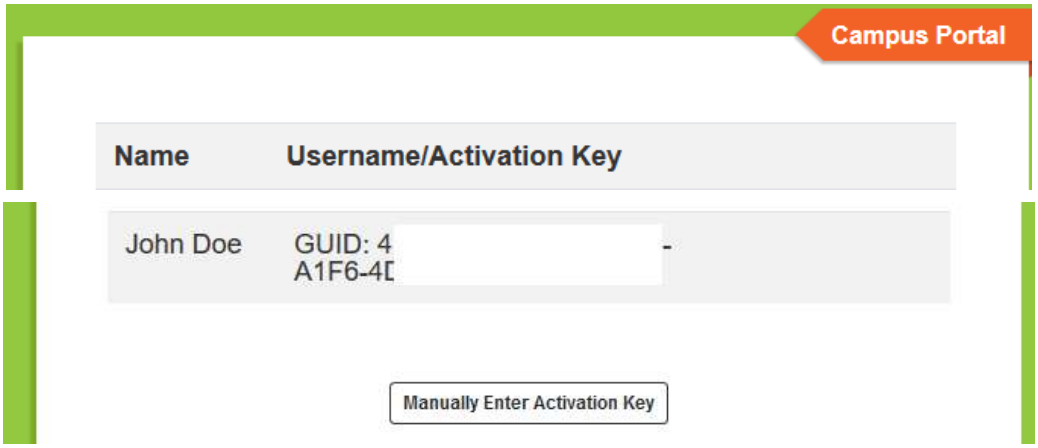
1. **Navigate to the Infinite Campus Parent Portal at https://campus.spalding.k12.ga.us/campus/portal/parents/spalding.jsp.**

2. **In the "District Announcements" section, click the link that says "If you have not already created a username and you do not have your activation key please click the link below."**

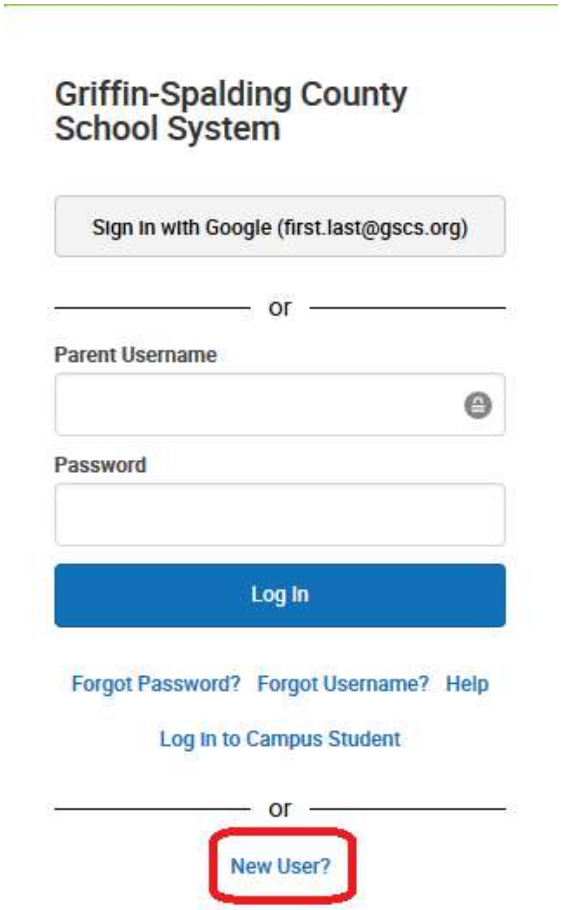
3. **Enter the child's student number, SSN, and birth date and click "Submit."**



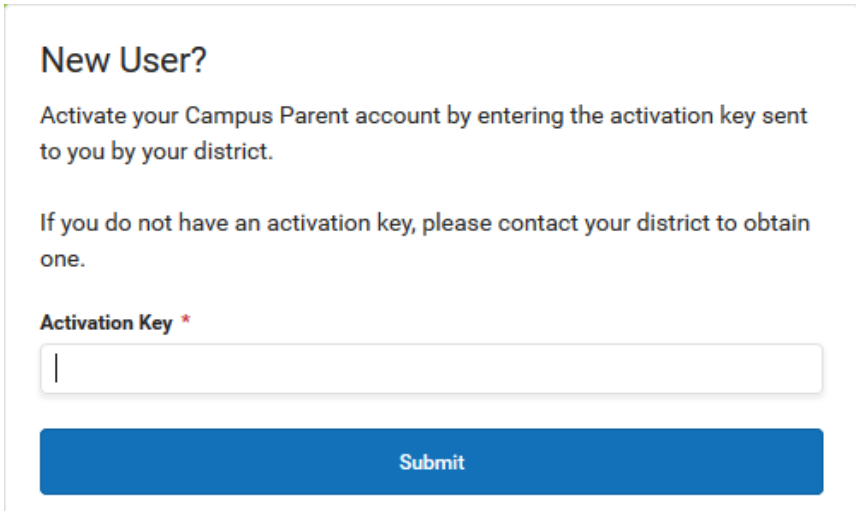
4. **Print or write down the 16 digit Activation Key (GUID) and then click the link that says "Manually Enter Activation Key"**



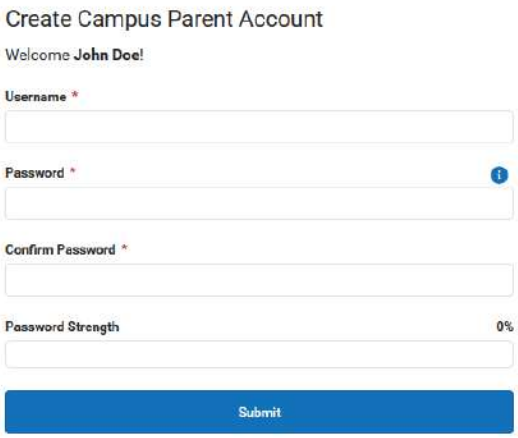
5. **Select "Campus Parent" if you are a guardian and "Campus Student" if you are a student. Then click "New User"**



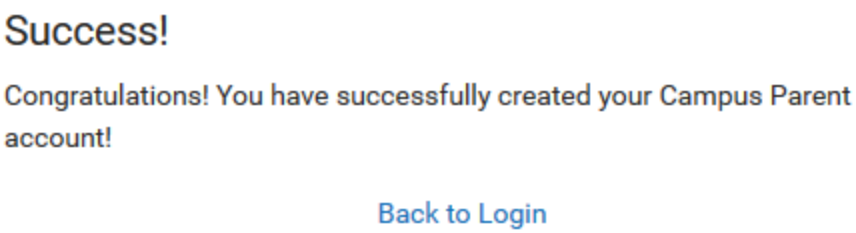
6. **Enter your activation key and click "Submit."**



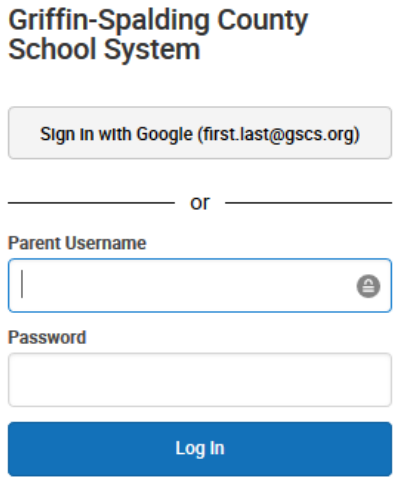
7. **Create your username and password and click "Submit." (password must be 8 or more characters and contain a number)**



8. **The following message is displayed after successfully creating your username and password. Click the "Back to Login" link to login.**



9. **Enter your username and password and click "Log In."**



USERNAME AND PASSWORD CREATION

Enter a **Username**. Use an alphanumeric (both letters and numbers) username.
Enter a **Password**. Use an alphanumeric password. Passwords should be at least 8 characters long. If system preferences have been sent to require a **Strong Password**, it must meet three of the four qualifications:

- A lowercase letter (a, j, r, etc.)
- An uppercase letter (A, J, R, etc.)
- A number (3, 7, 1, etc.)
- A symbol (@, %, &, etc.)
- Re-enter the password in the **Verify Password** field.
- Click the **Create Account** button.

To reset your password:
If a user has forgotten their password they can select the **Forgot Your Password?** link to have a unique URL sent to their email which will walk them through the password reset process.
If the user has forgotten their username they can select the **Forgot Your Username?** link to have an email sent to them containing their username.

ADVANCED PLACEMENT

The Advanced Placement Program (AP) is an educational opportunity based on the reality that many students can successfully complete college-level courses while they are still in high school. The AP Program is administered by the College Board under the advisement of national groups of educators. AP courses are challenging but rewarding. They are designed to maximize and enhance the standard curriculum to the extent individual student ability and interest permits. Students who take Advanced Placement courses are expected to take the AP exams that are administered at the end of the courses. In addition to high school credit, and in accordance with individual policies of colleges and universities, college credit or advanced placement standing may be awarded to students whose examination grades are considered acceptable.

Results of the PSAT and AP Potential may be used to help students accept the challenge to take Advanced Placement courses. Grades for AP courses receive ten additional numerical points at each grading period. These additional points are added by Griffin-Spalding County Schools only. These points are NOT used in the calculation of the HOPE scholarship and are not used by many colleges. Colleges, universities, and the Georgia Student Finance Commission (HOPE) add their own uniform point values for Advanced Placement courses. For more information on the Advanced Placement courses, see the course description section. The cost of the AP Examinations can be obtained from the student's zoned school. Please contact your school for additional information and provisions.

Advanced Placement (AP) courses are taught on the college level, and students will be expected to complete an average of one or two hours a night of homework in addition to other classroom assignments before school, after school, and potentially during the summer preceding the course. Students taking AP courses will be expected to take the AP exam for ea

More information can be found at: https://apstudent.collegeboard.org/apcourse

DUAL ENROLLMENT

See link below for information on the GA Futures website:
https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/eligibility/

Dual Enrollment High School Graduation Option B, please see attached information:
DE High School Graduation Option B

Dual Enrollment Student Eligibility applies:

- A student must be enrolled in and physically attending a participating eligible public or private high school in Georgia or an eligible participating home study program in Georgia.
- A student must be approved, by the participating high school or home study program at which he or she is enrolled, to participate in dual enrollment.
- Prior to participating in Dual Enrollment, as part of the application process, the student and student's parent/guardian must complete the Student Participation Agreement (SPA).
- A student must have completed the admission process and been accepted and approved by the participating postsecondary institution.
- All postsecondary coursework must be completed prior to high school graduation or home study completion in order to receive Dual Enrollment credit and funding.

  Dual Enrollment Grade Eligibility applies:

  - 9th graders, not eligible
  - 10th graders eligible for
    - All technical programs in the course directory.
    - Core academics if one of the following applies:
    - High Achiever, student has a minimum 1200 SAT score or minimum 26 ACT composite score in a single national test administration.
  - 11th - 12th graders are eligible for all DE courses in the course directory.
  - The 12th-grade year concludes at the end of the spring term after four years of enrollment beginning in the 9th grade.
  - A student with a documented Individualized Education Plan (IEP), 504 Plan or an Alternative Graduation Option (SB2), which extends beyond four (4) years must submit a **Length of Eligibility Extension Request Form** and meet all other Dual Enrollment eligibility requirements.

Course Retake & Withdrawals

  - A student may not receive funding to repeat or retake a course.

- A student is no longer eligible to continue to receive program funding after withdrawing from Dual Enrollment course(s) two (2) times.

Funding Cap Eligibility

- The Dual Enrollment Funding Cap is 30 semester hours or 45 quarter hours.
- The Funding Cap is a hard cap based on hours paid by the Dual Enrollment funding program for terms of enrollment (as invoiced by the postsecondary institutions).
- The Funding Cap does not include dual credit coursework attempted and paid by other sources.
- Public high school students designated by their high school, as pursuing High School Graduation Option B (SB2) as of Spring term 2020, may continue to complete their pathway while participating in the Dual Enrollment funding program and are not subject to the Funding Cap.
- Dual Enrollment funding per term is a maximum of 15 semester or 12 quarter hours and a maximum of three semesters or four quarters per award year based on approved enrollment and available Funding Cap hours.
- Upon reaching the 30 semester or 45 quarter hours program Funding Cap, a student may qualify for **HOPE Grant Bridge and HOPE Career Grant** funding or may choose to self-pay. HOPE Scholarship is not eligible for use by Dual Enrolled Students.

HONORS CLASSES

Students may take Honors level classes in English, mathematics, science, social studies and world languages & Latin. Honors courses are rigorous and challenging courses that prepare students for advanced coursework, such as AP and Dual Enrollment classes.

Grades for Honors courses receive five additional numerical points for the final grade. These additional points are added by Griffin-Spalding County Schools only. These points are NOT used in the calculation of the HOPE scholarship and are not used by many colleges.

Honors and Advanced Placement (AP) classes cover topics in greater depth than other courses and require more critical reading and analytical writing. Students will be expected to complete daily homework assignments as well as outside projects, including research projects, such as Science Fair, Science Symposium, Science Olympiad, and/or National History Day projects. Placement in Honors and AP classes will be for the entire year or semester, depending on the course.

Parents/guardians are encouraged to provide support for their students to take these classes, and both parents/guardians and students are invited to attend informational meetings about Honors and AP opportunities.

GOVERNOR'S HONORS PROGRAM

The Governor's Honors Program (GHP) is a summer instructional program designed to provide intellectually gifted and artistically talented high school students challenging and enriching educational opportunities not usually available during the regular school year. Often, when applying to colleges and universities, students who have completed the Governor's Honors Program are provided special consideration for acceptance. GHP participants acquire the skills, knowledge, and attitudes to grow as independent, lifelong learners. Sophomores and juniors in Georgia's public and private schools may be nominated by their teachers for the Governor's Honors Program.

Students are nominated in a specific instructional area based on their abilities, aptitudes and interests. Major instructional areas include communicative arts (English); world languages & Latin; mathematics; science; social studies; visual art; theater (performance and design); vocal and instrumental music; dance; engineering and technology; architectural, graphic, and industrial design; executive management; and agriscience. While at the summer instructional program, students will choose an additional minor focus.

FINE ARTS PATHWAY & FINE ARTS DIPLOMA SEAL

Students may pursue a Fine Arts Pathway in any of the following areas: Theatre Arts, Music Visual Arts and Journalism. A fine arts pathway includes three or more full credits in one of the designated areas - either general within the area or with a specialized focus and shows a progression and growth of knowledge and skills in the area. Students can earn a Georgia Department of Education issued **Fine Arts Diploma Seal** by completing three courses within one of the pathway areas of the Fine arts. Students pursuing the Fine Arts Diploma Seal also must participate in extracurricular activities within their discipline, perform at least 20 hours of community service, and complete a Capstone Project at the end of their senior year. Your teachers, Fine Arts Department Chair, and counselors will have more details on pursuing this state-level recognition.

More information regarding the seal can be found at:
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx

CAREER READY DIPLOMA SEAL

The Career Ready Diploma Seal is awarded to graduating high school students who complete a series of accomplishments as outlined and engage in activities, courses, and experiences that foster career readiness. The diploma seal is a signal to employers that a student is prepared to participate in the workforce.

There are three types of recognized career seals:

1. Employability Career Seal

Employability/Soft Skills Seal

Awarded to high school graduates who:

- Complete an Employability Skills/Soft Skills program approved by the local system and their business partners.

Distinguished Employability/Soft Skills Seal

Awarded to high school graduates who:

- Complete the requirements above, *AND*
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated CTAE pathway area

2. Pathway Career Seal

Pathway Skills Seal

Awarded to high school graduates who:

- Complete a Career, Technical and Agricultural Education (CTAE) pathway in at least one of Georgia's 17 Career Clusters

AND ONE (1) OF THE FOLLOWING

- Pass an End of Pathway Assessment (EOPA)/ Industry Recognized Credentialing exam (if it applies)
- Complete a pathway in an industry-certified program
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area
- Complete all components of the Career-Related Capstone Project in the concentrated CTAE pathway area, as outlined by the GaDOE
- Earn a minimum score of 36 on the ASVAB test, *OR*
- Via dual enrollment complete two Technical Certificates of Credit (TCC) in one pathway, earning a Technical College Diploma, or earning an associate degree (Senate Bill 2 requirements)

Distinguished Pathway Skills Seal

Awarded to high school graduates who:

- Complete a Career, Technical and Agricultural Education (CTAE) pathway in one of Georgia's 17 Career Clusters

AND TWO (2) OF THE FOLLOWING

- Pass an End of Pathway Assessment (EOPA)/ Industry Recognized Credentialing exam (if it applies)
- Complete a pathway in an industry-certified program
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area
- Complete all components of the Career-Related Capstone Project in the concentrated pathway area, as outlined by the GaDOE
- Earn a minimum score of 36 on the ASVAB test

3. Leadership Career Seal

Leadership Skills Seal

Awarded to high school graduates who:

- Complete one year of membership in a state-recognized Career and Technical Student Organization (CTSO) or complete two (2) years of JROTC (i.e. two (2) credits on a traditional schedule or four (4) credits on a 4x4 block schedule)
- Prepare a portfolio to include as a minimum, a cover letter, resume, and three letters of recommendation
- AND ONE (1) OF THE FOLLOWINGPresent to business and industry, civic organizations, legislators, and/or local, state, or national board of education members on behalf of local CTAE, CTSOs, or JROTC
- Receive a regional, state, or national honor and/or recognition
- Participate in at least 40 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)
- Earn a minimum score of 36 on the ASVAB

Distinguished Leadership Skills Seal

Awarded to high school graduates who:

- Complete two years of membership in a state-recognized Career and Technical Student Organization (CTSO) or complete three (3) years of JROTC (i.e. three (3) credits on a traditional schedule or six (6) credits on a 4x4 block schedule)
- Present to business and industry, civic organizations, legislators, and/or local, state, or national board of education members on behalf of local CTAE, CTSOs, or JROTC
- Hold or previously held a leadership office at the local, regional, state or national level in a state-recognized CTSO during high school or a JROTC Command or Staff position within the unit

- Participate in at least 80 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)

More information regarding the seal can be found at:
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/career-seals.aspx

EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY

A well-rounded student is one who has a variety of interests, including academic, social, recreational, and community service. Griffin-Spalding County Schools offer many different extracurricular activities. Students should try to incorporate at least one or two of these activities into their high school experiences. Many employers and colleges look at the student's total record, extracurricular activities as well as academics, when choosing the best candidate for employment or college admission. Students participating in extracurricular activities, including interscholastic activities, must meet the following athletic eligibility requirements as identified in **the Georgia High School Athletic Association Constitution and By Laws (https://www.ghsa.net/sites/default/files/documents/Constitution/Constitution20-21completecx20.pdf).** For more information, please visit: www.ghsa.net.

A. **First-year students** (entering 9th grade) are eligible academically. Second semester **first-year students** must have **passed courses carrying at least 2.5 Carnegie units** the previous semester in order to participate.

B. **Second-year students** must have **accumulated five (5)** total Carnegie **units** in the first year, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.

C. **Third-year students** must have **accumulated eleven (11)** Carnegie **units** in the first and second years, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.

D. **Fourth-year students** must have **accumulated seventeen (17)** Carnegie **units** in the first three years, **AND passed courses carrying at least 2.5 Carnegie units** in the previous semester.

E. Students may accumulate the required Carnegie units for participation during the school year and eligibility will be reinstated at the beginning of the next semester.

ADVISORY NOTICE: CURRICULAR INNOVATIONS

BLOCK FOUR PROGRAMS:

1. The student takes four courses that are worth one (1) unit each and the classes meet twice the number of hours per week as in the standard curricular programs.
2. To be eligible, a student must earn at least 2.5 units.
3. Unit requirements are the same in all curricular programs.

HYBRID SCHEDULING:

1. Definition: A student takes a combination of courses scheduled as block courses, yearlong courses and/or traditional courses.
2. To be eligible, a student must be enrolled in a combination of courses that carry at least 2.5 units.
3. To be eligible, a student must have passed a combination of courses the previous semester that carries at least 2.5 units.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)

The Griffin-Spalding County School System offers English to Speakers of Other Languages (ESOL) services to students with limited English proficiency whose native language is not English. Upon registration, all parents or guardians are asked to answer three Home Language questions which are embedded in the district's registration forms. If the answer to any of these questions is a language other than English, the student's language proficiency is assessed using the WIDA Online Screener. The WIDA Online Screener is administered by an ESOL teacher who has been trained to administer the assessment.

The Griffin-Spalding County School System notifies parents of the student's eligibility for language assistance services through the ESOL class. The ESOL teachers have studied teaching English to Speakers of Other Languages and are endorsed by the State of Georgia to do this important work for students.

The teaching of ESOL includes instruction which is adapted to the English language proficiency of students and is designed to develop reading, writing, speaking, listening, and American cultural concepts. In addition, emphasis is placed on the development of academic language used in language arts, mathematics, science, and social studies.

The Griffin Spalding County School Systems' ESOL program works to empower students to graduate college and career ready by providing effective instruction to improve language proficiency and academic achievement. We want all students to fulfill their potential and find a place in the larger community where they can be contributing members of society.

PREPARING TO TAKE COLLEGE ENTRANCE EXAMS

PSAT (Preliminary SAT)

The Preliminary Scholastic Aptitude Test (PSAT/NMSQT) provides students with opportunities to take practice college entrance exams.The PSAT, or Preliminary Scholastic Assessment Test, is a preview of the SAT that is typically taken in the freshman or sophomore year of high school. The PSAT is a standardized test of Evidence-Based Reading and Writing (Reading and Writing/Language test) and a Mathematics test . Testing time plus related activities is 3 hours. All first time 10th grade students will be administered this test at no cost. Students with disabilities requesting accommodations should contact their school counselor at least six weeks prior to registration. For information on college entrance exam practice opportunities on-line, visit: http://www.collegeboard.org/.

ENTRANCE TESTS FOR COLLEGES, UNIVERSITIES, & TECHNICAL COLLEGES

ACT

The ACT test is valued by all universities and colleges in the United States. The ACT is based on what students learn in high school and provides personalized information about their strengths for education and career planning. The ACT measures academic achievement in the areas of English, Mathematics, Reading, and Science reasoning. The ACT is an achievement-based, curriculum-referenced exam designed to measure high school students' general educational development. ACT results are accepted by virtually all colleges and universities in the United States. In addition, the ACT college entrance exam includes an interest inventory that provides valuable information for career and educational planning and a student profile section that provides a comprehensive picture of a student's work in high school and his or her future plans. Scores for each section of the ACT are averaged to create a composite score. A perfect score on the ACT Assessment is 36. The writing portion of the ACT is recommended. Some colleges and universities require the writing portion of the ACT. Students should contact the college or university they plan to attend to determine college admission exam requirements. For more information, visit: www.act.org.

SAT (Scholastic Aptitude Test)

The SAT helps colleges make admissions and placement decisions. Colleges want to admit students who will have successful college experiences and go on to have successful careers. Colleges use the SAT in admissions because it's developed according to rigorous specifications, with input from numerous experts, to assess what matters most for college and career readiness and success. The SAT has four tests: Evidence-Based Reading and Writing (Reading test and Writing/Language test), Mathematics, and an Essay. The Essay is optional, but some high schools and colleges require it. Students should contact the college or university they plan to attend to determine college admission exam requirements. The three tests that everyone will take are (1) the Reading Test, (2) the Writing and Language Test, and (3) the Math Test. Scores range from 200-800 points for Evidence-Based Reading and Writing & 200-800 for Mathematics. A perfect score on the SAT is 1600 (excluding the writing score). Students should contact the college or university they plan to attend to determine admission requirements. For more information, visit: www.collegeboard.org.

ACCUPLACER

ACCUPLACER is an integrated system of computer-adaptive assessments designed to evaluate students' skills in reading, writing, and mathematics. For over 30 years, ACCUPLACER has been used successfully to assess student preparedness for introductory credit-bearing college courses. ACCUPLACER delivers immediate and precise results, offering both placement and diagnostic

tests, to support intervention and help answer the challenges of accurate placement and remediation. See website: https://accuplacer.collegeboard.org/

COLLEGE ADMISSIONS

Employees are often paid more and have opportunities for promotion based upon their training and education. There is also a great deal of personal and intellectual satisfaction for achieving a college education or other post-secondary training. Upon your graduation from high school, the largest share of job openings, 48 percent, will require a high school diploma and/or up to four years of post-high school education, career/technology training, or specific work experience. Another 17 percent require a college degree or more. There are many options for students to continue their education after high school to be better prepared to enter the workforce. In general, postsecondary schools can be divided into two major categories: career/technology training schools and colleges/ universities.

INDUSTRY SPECIFIC TRAINING PROGRAMS

Industry Specific Training Programs are privately owned and operated schools that offer a wide variety of training options in areas such as cosmetology, mechanical repair, court reporting, paralegal services, travel services, secretarial, and medical assistance. Typical vocational training programs are short, lasting from five to twelve months. However, some training programs (such as court reporting) can take up to two or three years to complete. The main appeal of these schools is their concentrated curriculum, job-training focus, and short course length.

TECHNICAL COLLEGES

Technical colleges are most often state/public supported and offer several different types of programs including applied associate degrees, technical diplomas, apprenticeships and certificates. Associate degree programs are typically designed to prepare students for a technical occupation and include occupational, general education, and elective courses. Technical diploma programs are often offered to meet the needs of businesses and industry to assist employees in meeting certification requirements for specific jobs. Apprenticeships are offered for those people interested in working in an industrial or service trade. The applicant enters into an agreement with an employer in which the employer assumes the responsibility of teaching the trade to the apprentice. Completion of certificate programs indicates that a particular person has completed coursework in a focused area of study.

COLLEGES AND UNIVERSITIES

Two-year colleges generally offer programs of study with an associate's degree conferred upon completion. The courses are designed to transfer to four-year colleges, should community college students decide to pursue higher education. Some two- year colleges offer specialized job training in certain areas. These studies are designed to prepare students for the workforce as soon as the program of study is complete. Four-year colleges and universities offer bachelor's degrees and a much wider variety of studies and curriculum. Many also offer graduate studies (studies after a bachelor's degree is completed) with opportunities to earn a master's degree, doctorate, or professional degree (such as a medical doctor or lawyer). The curriculum is much broader than a two-year school and is designed to accommodate a variety of interests.

Public colleges and universities are subsidized by the states in which they are located and are generally less expensive than private colleges. However, some have significant differences between in-state and out-of-state tuition fees. Private colleges, on the other hand, are funded through endowments, tuition, and donations. They usually cost much more, but do not rule them out! Private colleges can often offer enough financial aid and scholarships to make attendance at a private college financially feasible for a student's budget.

For more information, visit: www.fastweb.com; www.scholarships.com; http://www.ncaa.org/student-athletes/future/eligibility-center

College Admissions University System Of Georgia Colleges & Universities
College Admissions Technical Colleges System Of Georgia
College Admissions Private Colleges & Universities Of Georgia

Examples of institutions are as follows. Admission to research institutions is competitive and students completing minimum requirements are not guaranteed admission.

See website: http://www.usg.edu/

RESEARCH UNIVERSITIES
Augusta University Georgia Institute of Technology Georgia State University University of Georgia
COMPREHENSIVE UNIVERSITIES
Georgia Southern University Kennesaw State University University of West Georgia Valdosta State University

STATE UNIVERSITIES	STATE COLLEGES
Albany State University Clayton State University Columbus State University Fort Valley State University Georgia College and State University Georgia Southwestern State University Middle Georgia State University Savannah State University University of North Georgia	Abraham Baldwin Agricultural College Atlanta Metropolitan State College College of Coastal Georgia Dalton State College East Georgia State College Georgia Gwinnett College Georgia Highlands College Gordon State College South Georgia State College

TECHNICAL COLLEGES
Chattahoochee Georgia Piedmont North Georgia South Georgia Southern Crescent
PRIVATE COLLEGES & UNIVERSITIES
Andrew College Berry College Clark Atlanta University Emory University Mercer University Morehouse College Shorter College Spelman College

COLLEGE APPLICATION PROCESS

Admissions Options

Because there are many admissions options, it is important for you to understand the various plans and deadlines and to discuss with your child's school counselor, which one is appropriate for your son or daughter. Some of the more common options are briefly reviewed:

Early Action: an admission plan or practice which allows a prospective student to apply for admission according to an early deadline (before the regular admission deadline) and receive notice of acceptance, denial, or deferment with no obligation to the university to enroll, if accepted for admission.

Early Decision*:* The only binding or contractual admission option is the early decision. Students can opt for this admission option, but they are committing, or promising, to withdraw all other college applications if accepted to the early decision college. Students can only choose one college to apply to under the early decision option. Colleges that are considered highly selective offer early decision. The reasoning is that the option attracts highly qualified and competitive students to apply with the intention of accepting admission if chosen. Once the early decision process has finished, or the selection process has finished, the remaining open spaces for admission are opened to students applying under the regular decision option.

Regular Admission/Decision: This type of admission gives students the option to apply by a certain date. Once that date has passed, the college will review all the applications and send out admission decisions by a specific date. Colleges opting for this admission option are strict on their deadlines, so students should plan accordingly. Most moderately to selective colleges and private colleges offer regular admission.

Rolling Admission*:* Rolling admission is just that, rolling. Students may apply anytime during the admission timeline (usually September through July). The college admission committee offers admission throughout this time. Be aware that colleges have limited space for new freshmen students, so admission could close early. Most state colleges usually have rolling admission policies.

Completing and Mailing the Application

Step 1 – Apply to the colleges of your choice. Submit online if possible. Make sure that your Social Security Number is correct and that your full *legal* name and birth date match the information on your transcript. Note any deadlines set by the college and plan ahead by two to four weeks (Step 2-5). Be sure to factor in additional time for holidays including Thanksgiving, Winter Break, and Spring Break

Step 2 – Contact the testing agency and order your SAT/ACT scores sent to the colleges or scholarship programs (if not done at the time of SAT/ACT registration). Plan ahead by six weeks! SAT: www.collegeboard.com or (866) 756-7346 ACT: www.act.org or (319) 337-1313.

Step 3 – Ask for a teacher letter of recommendation (if *REQUIRED*) at least two weeks ahead of deadlines. Please provide the teacher with a stamped envelope addressed to college.

Step 4 – For a counselor evaluation section and/or letter of recommendation to be completed (must be *REQUIRED*); the student must submit a Senior Information Sheet/Resume to his/her counselor at least two weeks before the college deadline date.

Step 5 – Submit the completed Transcript Request form with any other documentation (i.e., counselor section if any) to the designated person in the Counseling Center.

Step 6 – See your counselor if you have any questions.

MILITARY SERVICE ENTRANCE TESTING

Armed Services Vocational Aptitude Battery (ASVAB)

The Armed Services Vocational Aptitude Battery is a multiple-aptitude battery, consisting of ten short individual tests that measure verbal, math, and academic ability. The ASVAB provides good indicators of how well students have developed academic and occupational abilities. Scores on the ASVAB can qualify students for certain jobs and training in the Armed Forces, but taking the ASVAB does not commit the student to service in the military. The ASVAB measures aptitudes that are related to success in different careers and provides students with an opportunity to explore career options. The ASVAB is offered on a voluntary basis. Students can contact their school counseling office for dates when the ASVAB will be offered at their high school. For more information, visit: http://official-asvab.com/.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY REQUIREMENTS

Here are the current academic eligibility requirements for the NCAA. **However, students and parents MUST make sure to stay informed of eligibility and other requirements by visiting the NCAA website at http://www.ncaa.org/ and the NCAA Eligibility Center at https://web3.ncaa.org/ecwr3/.**

DIVISION I ACADEMIC ELIGIBILITY REQUIREMENTS

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses:
    - Four years of English
    - Three years of math (Algebra 1 or higher)
    - Two years of natural/physical science (including one year of lab science if your high school offers it)
    - One additional year of English, math or natural/physical science
    - Two years of social science
    - Four additional years of English, math, natural/physical science, social science, world language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

DIVISION II ACADEMIC ELIGIBILITY REQUIREMENTS

You must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses:
    - Three years of English.
    - Two years of math (Algebra 1 or higher).
    - Two years of natural or physical science (including one year of lab science if your high school offers it).
    - Three additional years of English, math or natural or physical science
    - Two years of social science
    - Four additional years of English, math, natural or physical science, social science, world language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

A.Z. Kelsey Academy & Achievement Center

A.Z. Kelsey Academy & Achievement Center is a school that consists of 3 Academic Programs which are the following:

- **Academy Program:** A program serving 9-12th grade students that reside in Griffin-Spalding County who have been accepted by select criteria.
- **Middle School Achievement Program:** A program serving 6-8th grade students on a long term suspension given by a disciplinary tribunal hearing or tribunal waiver.
- **High School Achievement Program**: A program serving 9-12th grade students on a long term suspension given by a disciplinary tribunal hearing or tribunal waiver

Why come to the Academy Program?

Students might come to the Academy Program for the following reasons:

- A student may desire to be in a smaller or individualized setting as opposed to a larger school with more students and larger class sizes
- A student may be over age for their grade level
- A student may want to graduate on a faster track from high school (2 or 3 years as opposed to 4 years)
- A student may behind in credits and want to get back on track

What is the Academy Program?

- The Academy Program encompasses a blended learning model where students will complete tasks in a face to face and in an online setting.
- The Academy Program is a non-traditional program with traditional aspects. However, this program is not a transitional program. When a student is accepted into this program, they are expected to graduate from our school.
- The Academy Program is a smaller educational environment that provides students with six courses per semester on a block schedule.
- The Academy Program offers the opportunity for students to participate in Dual Enrollment or Griffin Region College and Career Academy courses.
- Students between the grades of 9th through 12th grade who reside in Spalding County are eligible to apply to the Academy Program.

Academy Program Admission Procedures:

- Submit an online application (click the link or QR code below):

  –https://forms.gle/ooMkeNU7exF3bLqj6
- Additional information as listed below will be sent to A.Z. Kelsey Academy from the home base school counselor once the student completes their application:
  - Most Recent (Previous) and current semester's attendance report
  - Most Recent (Previous) and current semester's behavior report
  - Most up to date transcript
  - Graduation Academic Progress Report
  - Current semester's grades/Last grade report
- Click on the link below for additional information:

http://www.azkelsey.education/Admissions/index.html

***Note**: Admissions or Enrollment will be done only during the first 4.5 weeks of each semester for GHS and SHS current students. Admission of new students to the district outside of the first 4.5 weeks will be reviewed on a case by case basis.*

Academy Program Admission Review and Requirements:

- Once all information is received, the Admissions Office will review your admission packet to see if you meet the following minimum requirements

  – Receive no more than three office referrals in a current and or most recent (previous) school year for any infraction.

  – Attend school at least 75% of the time based off the current and/or most recent (previous) school year's data *(**Example**: In an 87-day semester, a student should have attended school at least 65 days).*

Note: Students who desire to be admitted into the Academy Program who have recently completed a long-term suspension in an alternative school may be admitted at the principal's

discretion based on their current and or most recent attendance, behavior, and academic progress These students will be placed on a conditional placement with a transition contract.

Academy Program Review and Interview

- Once your entire application and requested documents are reviewed, students that meet the minimum requirements will be invited along with their parent/guardian to interview with the school principal or designee.
- The purpose of the interview is to assess the student's desire for entering the academy, review their graduation progress, listen to their plan for success, and ensure their academic and social needs are able to be met within the Academy Program.
- After the interview is complete, the prospective applicant will receive written notification within 5 business days if they have been accepted or denied admission into the program.

Academy Program Acceptance

If accepted the following will occur:

- Student and parent/guardian will have a brief orientation with the principal or designee over all items related to student services (dress code, transportation, etc.) and the code of conduct.
- **Student and parent/guardian will review and sign an attendance agreement with the principal or designee**. **Attendance is mandatory for each student.**
- Parent/Guardian will complete an emergency card.
- Parent/Guardian will complete the School Parent Compact and Survey.
- Parent/Guardian will complete a Free/Reduced Lunch form (if applicable).
- Parent/Guardian will withdraw their child from the home base school.
- A.Z.K. School Counselor will develop a course schedule and the student will be informed of a start date to begin coursework.
- Student and parent will set a date to meet with the school counselor to develop an academic graduation plan.

Middle and High School Achievement Programs:

Entrance Procedures

- The Middle and High School Programs are for students between the grades of 6^{th} – 8^{th} and 9^{th} – 12^{th} respectively, who have been given a long-term suspension due to a tribunal hearing or hearing waiver.
- A student who has been sent to A.Z. Kelsey Achievement Program will have to complete an orientation session at the school with their parent/guardian present. **Orientation is mandatory prior to the student beginning coursework.** The orientation sessions are

held on Mondays and Wednesdays during the school year and on selected dates during the summer in preparation for the upcoming school year.
- Students and parents will receive all information related to student services and the code of conduct during this meeting.
- Parent/Guardian and student will complete all necessary paperwork at the orientation session including but not limited to the Length of Stay Contract and Student Code of Conduct.
- The parent/guardian and student will need to complete the following required documents during the orientation session:

Emergency Medical Form
School Parent Compact Form
Student Handbook Form
AZKA Behavior Contract
Syllabus Signature Page
AZKA Academic Services
Internet Form
Student Code of Conduct Form
Edgenuity Participation Form
AZKA Four Step Plan
Dress Code Violation
Length of Stay Contract

Middle and High School Achievement Instructional Models

- If a high ratio of students are on a teacher's roster at any time during the school year, then new students entering the High School Achievement Program will work from home on Edgenuity until space opens up at the school for the student to be served with face to face instruction.
- You will be contacted for face to face instruction based upon your order on our waiting list.

Middle and High School Achievement Programs: Online Coursework/Edgenuity

- If students are mandated to work from home due to limited space on class rosters, they will work via Edgenuity.
- These students are expected to work online consistently as their actual time spent and coursework can be tracked by their teachers.
- If given any type of online course, students are expected to adhere to all guidelines and deadlines provided. Failure to complete the coursework within the prescribed time will result in a failing grade and the student needing to retake the course.

- If and when space is available, students are expected to come to school and receive face to face instruction.

A.Z. Kelsey Middle and High School Achievement Programs: Length of Stay

- All students and parents/guardians will review and sign a length of stay contract during the orientation session.
- The purpose of the length of stay contract is to make sure students are excelling in the following areas prior to returning to their base school:
    - Attendance
    - Academic Progress/Grades
    - Behavior
    - Meeting the requirements of the Tribunal Hearing
- If it is determined that a student didn't meet the Length of Stay Contract, they will be expected to complete a minimum of 9 additional school weeks in the Achievement Program where the requirements and expectations will need to be met prior to their departure.

ATTENDANCE AGREEMENT

I, _____, acknowledge that I am required to attend A.Z. Kelsey Academy on a consistent basis. Regular school attendance is indicative of a positive attitude toward learning and self-discipline. Therefore, it is in each student's best interest to be in school every day.

An absence from school is excused for the following reasons:

1. Personal illness
2. Serious illness or death in family
3. Condition making attendance impossible
4. Religious holidays
5. Serving as Page in the General Assembly (counted present for class)
6. Trips that have been approved by the local school board (first two days only)
7. Approved school events
8. Required court appearance
9. Certain military pre-induction physical and military testing
10. Official visits to colleges or universities

If an A.Z. Kelsey Academy student misses more than 6 school days within any 4.5 week grading period, then the student may be withdrawn from A.Z. Kelsey Academy due to lack of attendance and expected to attend their home base school of GHS or SHS (Example: *In an 22 day /4.5 weeks grading period , a student will attend school at least 17 days*.

I understand that the following interventions will take place if I fail to meet the expected attendance requirements at A.Z. Kelsey Academy:

1. Parents/Guardians of students who have 3 absences will receive a phone call.
2. Students who have 4 absences will have a conference with the social worker.
3. Parents/Guardians of students who have 5 absences will receive a certified letter.
4. As an intervention, students who are under 16 years of age with excessive absences may be referred to the Griffin-Spalding County Schools Attendance Task Force and legal action may be taken within the court system.

AZKAC/Alternative School to AZKA Transition Contract

The purpose of this contract is to identify the agreement between A.Z. Kelsey Academy and the student who desires to transition from A.Z. Kelsey Achievement Center or another alternative program.

I, _____, acknowledge that I have recently completed a long term suspension at an A.Z. Kelsey Achievement Center or another “alike” alternative program

I, _____, understand that in order to obtain and maintain enrollment in A.Z. Kelsey Academy of Griffin Spalding County Schools, I, _____, agree to the following conditions:

1) I will refrain from obtaining three or more referrals within an 18 week conditional placement.
2) I will maintain an 80% attendance rate within each 4.5 week grading period
   (Example: In a 22 day/4.5 weeks period, a student will attend school at least 18 days).
3) I will successfully pass 80% or 5 out of 6 classes within each 4.5 week grading period.

I understand as the student that should I fail to meet any of the above commitments during the 18 week conditional placement, then I may be withdrawn and expected to enroll in my home base school of Griffin High School or Spalding High School. If I successfully complete the 18 week conditional placement then I will be removed from the conditional status and continue to be enrolled at A.Z. Kelsey Academy.

The 18 week conditional placement is listed below:

_____

Student Signature: _____ Date: _____

I understand as a parent/guardian that my child may be withdrawn from A.Z. Kelsey Academy and be expected to attend their home base school should he or she fail to meet the above commitments during the 18 week conditional placement.

Parent/Guardian Signature: _____ Date: _____

Administrative signature identifies that a meeting was held with the student and parent prior to the student being transitioned into A.Z. Kelsey Academy on a conditional placement.

Administrator Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

CAREER, TECHNICAL, and AGRICULTURAL EDUCATION (CTAE)

Career, Technical, and Agricultural Education (CTAE) is preparing Georgia's students for their next step after high school--college, beginning a career, registered apprenticeships, or the military. Georgia CTAE pathway course offerings, and the new Educating Georgia's Future Workforce initiative, leverage partnerships with industry and higher education to ensure students have the skills they need to thrive in the future workforce. CTAE offers students many career pathways within the 17 Georgia Career Clusters.

Georgia's Career Clusters allow students to choose an area of interest in high school from the 17 clusters listed below. Students take classes tailored to their cluster, which helps them navigate their way to greater success – no matter what they choose to do after high school graduation. Each cluster will include multiple career pathways. The aim of the program is to show students the relevance of what they're learning in the classroom, whether they want to attend a two-year college, a four-year university or go straight into the world of work. Students will begin to learn about potential careers in elementary and middle school so that they are ready to choose a pathway once they reach high school. Georgia's initiative is based on the National Career Cluster Model.

FOOD, & NATURAL RESOURCES

The Agriculture, Food, & Natural Resources Career Cluster includes the production, processing, marketing, financing, distribution, and development of agricultural commodities and resources. These commodities include food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

ARCHITECTURE & CONSTRUCTION

The Architecture and Construction Career Cluster includes careers in designing, planning, managing, and building structures.

ARTS, A/V TECHNOLOGY, & COMMUNICATIONS

The Arts, A/V Technology, & Communications Career Cluster includes designing, producing, exhibiting, performing, writing, and publishing multimedia content.

BUSINESS MANAGEMENT & ADMINISTRATION

The Business Management & Administration Career Cluster prepares students with computer skills for future college and career plans. Cluster skills mastered include planning, organizing, directing, and evaluating as well as owning and operating a successful business.

EDUCATION & TRAINING

The Education and Training Career Cluster includes planning, managing, and providing education and training services as well as related learning support services.

ENERGY

The Energy Career Cluster prepares individuals for careers in designing, planning, maintaining, generating, transmission, and distribution of traditional and alternative energy.

FINANCE

The Finance Career Cluster focuses on money management, including planning, investing, and spending. Students will gain career development skills for the finance world with opportunities that expand beyond basic business skills into financial literacy, banking, investing, insurance, and risk management.

GOVERNMENT & PUBLIC ADMINISTRATION

The Government & Public Administration Career Cluster includes the planning and performing of government management and administrative functions at local, state, and federal levels. Careers are available in national security, foreign service, revenue, and regulations.

HEALTH SCIENCE

The Health Science Career Cluster includes planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development.

HOSPITALITY & TOURISM

The Hospitality & Tourism Career Cluster encompasses the management, marketing, and operations of restaurants, and other food services, lodging, attractions, recreation events, and travel related services.

HUMAN SERVICES

The Human Services Career Cluster prepares individuals for employment activities related to families and human needs such as nutrition and food science, counseling and mental health services, family and community services, personal care, and consumer services.

INFORMATION TECHNOLOGY

The rapidly changing digital world of the Information Technology Career Cluster engages students in hands-on learning to prepare for careers that create, use, modify, and engage technology skills. Graphics, multimedia animation, web design, game and application development, networking, and computer repair are all possibilities.

LAW, PUBLIC SAFETY, CORRECTIONS, & SECURITY

The Law, Public Safety, Corrections, & Security Career Cluster prepares individuals for employment relating to emergency and fire services, legal services, protective services, and homeland security.

MANUFACTURING

The Manufacturing Career Cluster includes the processing of materials into intermediate or final products and related professional and technical support activities, such as production control, maintenance, and process engineering.

MARKETING

Marketing is the process of anticipating, managing, and satisfying consumers' demand for products, services, and ideas. The Marketing Career Cluster generates the strategy that underlies advertising and promotional techniques, business communication, and business development.

SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS

The Science, Technology, Engineering, Mathematics Career Cluster means planning, managing, and providing scientific research and professional and technical services.

TRANSPORTATION, DISTRIBUTION & LOGISTICS

The Transportation, Distribution & Logistics Career Cluster encompasses planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water, and also includes other related professional and technical support services.

CLUSTER INFORMATION / HIGH SCHOOL PATHWAYS

Cluster	Pathway	Schools With That Pathway
Architecture & Construction	Carpentry 1st - Industry Fundamentals and Occupational Safety 2nd - Introduction to Construction 3rd - Carpentry I Electrical 1st - Industry Fundamentals and Occupational Safety 2nd - Introduction to Construction 3rd - Electrical I	GHS & SHS GHS
Arts, A/V Technology, and Communications	Audio-Video Technology and Film I 1st - Audio and Video Technology and Film 2nd - Audio-Video Technology and Film II 3rd - Audio-Video Technology and Film III	GHS
Business, Management & Administration	Business and Technology 1st - Introduction to Business and Technology 2nd - Business and Technology 3rd - Business Communications Entrepreneurship	GHS, SHS, AZK AZK
Education	Early Childhood Care and Education I 1st - Early Childhood Education I 2nd - Early Childhood Education II 3rd - Early Childhood Education III	SHS
Government & Public	JROTC Army 1st - LET IA & IB 2nd - LET 2A & 2B 3rd - LET 3A & 3B 4th - LET 4A & 4B	GHS, SHS

Health Science	Therapeutic Services/Allied Health and Medicine 1st - Introduction to Healthcare 2nd - Essentials of Healthcare 3rd - Allied Health & Medicine Therapeutic Services/Sports Medicine 1st - Introduction to Healthcare 2nd - Essentials of Healthcare 3rd - Sports Medicine	GHS, SHS
Hospitality & Tourism	Culinary 1st - Introduction to Culinary Art 2nd - Culinary I 3rd - Culinary II	GHS, SHS
Information Technology	Web & Digital Design 1st - Introduction to Digital Technology 2nd - Digital Design 3rd - Web Design Computer Science 1st - Introduction to Digital Technology 2nd - Computer Science Principles 3rd - AP Computer Science	GHS, AZK SHS
Law, Public Safety, Corrections and Security	Law Enforcement Services /Public Safety Communications 1st - Introduction to Law, Public Safety, Corrections & Security Cluster 2nd - Criminal Justice Essentials 3rd - Public Safety Communications	GHS
Science, Technology, Engineering & Mathematics	Engineering & Technology 1st - Foundations of Engineering & Technology 2nd - Engineering Concepts 3rd - Engineering Applications	GHS, SHS

WORK BASED LEARNING (WBL) PROGRAM INFORMATION

The Griffin-Spalding County Work-Based Learning and Youth Apprenticeship Program is an education option that prepares high school students for the world of work through a combination of academic and workplace learning. It is based on the belief that our youth must be better prepared for the future if they are to be successful in a competitive, global economy. Work-Based Learning is a structured experience that connects the student's career goal and classroom learning with a productive work environment. Work-Based Learning is NOT a program to get out of school early.

Program Requirements:

✓Be a junior or senior at least 16 years old, on track for graduation.
✓A 2.5/75+ grade point average with good attendance and discipline record
✓Good recommendation from 3 teachers
✓A defined career goal
✓Completion of (or enrollment in) matching coursework in a career pathway.
✓Reliable transportation to and from the workplace
✓Proof of health and automobile insurance
✓Good attitude, grooming habits, and work ethic.

Additional Requirements:

- Students, parents, employers, and the WBL Coordinator will sign a Training Agreement and a Training Plan reflecting work hours and tasks.
- Student job schedules must reflect the majority of the work hours between 7:30 AM and 8:00 PM Monday through Friday.
- WBL Coordinator must be able to make job-site visits during weekdays and regular working hours.
- Students will meet with the WBL Coordinator at least once each week.
- Students will create a portfolio with employability lessons to earn the Georgia Best Work Ready Certificate.
- Students may not work for parent/guardian.

WBL Application Process:

FOURTH SCIENCE OPTIONS EFFECTIVE 2019-2020

The following courses count towards satisfying the fourth science requirement as well as a CTAE pathway completion requirement. Additionally all, except Aviation Meteorology, have been approved by the Board of Regents as a fourth science. The 21-22 school year list will be updated over the Summer.

Course Number	Course Name	Career Pathway
25.44000	Essentials of Healthcare	Certified Clinical Medical Assistant, Certified Nursing Assistant, Pharmacy Technician, Sports Medicine
25.44600	Sports Medicine	Sports Medicine
11.01900	AP Computer Science	Information Technology
11.47100	Computer Science Principles	Information Technology
21.45300	Advanced AC and DC Circuits	Precision Manufacturing & Maintenance, Mechatronics
43.45200	Forensic Science	Criminal Justice & Forensic Science
47.46610	Aviation Meteorology	Aviation

CTAE COURSES AT THE HIGH SCHOOLS

ARCHITECTURE

This cluster area offers 4 different pathways. The first 3 pathways a student may study: Carpentry, Electrical and Masonry each pathway requires Industry Fundamentals & Occupational Safety and Introduction to Construction. The third course varies.

Industry Fundamentals and Occupational Safety Course Number 46.54500
Course Description: This course is designed as a foundational course in Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for the pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core. Prerequisite for this course is advisor approval.

Introduction to Construction Course Number 46.54600
Course Description: 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 Industry Fundamentals and 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 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 related to each individual craft area. The prerequisite for this course is Industry Fundamentals and Occupational Safety.

Carpentry

Carpentry I Course Number 46.55000
Course Description: This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsperson. The prerequisite for this course is Introduction to Construction.
Career Technical Student Organization: SkillsUSA
Student Credential Earned at the End of The Pathway: Carpentry Skills Connect Assessment

Electrical

Electrical I Course Number 46.56000
Course Description: This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in electrical skills and knowledge. As the third step in gaining a Level One Industry Certification in Electrical, the course builds on the concepts of electrical safety introduced in Occupational Safety and provides knowledge and basic skills of the hardware and systems used by an electrician. The course incorporates general knowledge of the National Electrical Code and electrical systems, including series, parallel, and series-parallel circuits. In addition, students will be provided an introduction to the skills and knowledge of conduit bending and installation. The prerequisite for this course is Introduction to Construction.

Career Technical Student Organization: SkillsUSA
Student Credential Earned at the End of The Pathway: Electrical Construction Wiring Skills Connect Assessment

ARTS

Audio & Video Technology & Film I Course Number 10.51810

Course Description: 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.

Audio Video Technology and Film II Course Number: 10.51910

Course Description: This one credit 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. The prerequisite for this course is AV Technology & Film I.

Audio Video Technology and Film III Course Number: 10.52010

Course Description: This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. The prerequisite for this course is AV Technology & Film II.

Career Technical Student Organization: SkillsUSA
Student Credential Earned at the End of The Pathway: Television Production

BUSINESS

Introduction to Business & Technology Course Number 07.44130

Course Description 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. Students will learn the essentials for working in a business environment, managing a business, and owning a business. 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 Course Number: 07.44100

Course Description: How is technology used to solve business problems and communicate solutions? Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation. Various forms of technologies will be used to expose students to resources, software, and applications of business practices. The prerequisite for this course is an Introduction to Business & Technology

Business Communications Course Number: 07.45100

Course Description: What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. The prerequisite for this course is an Introduction to Business & Technology and Business & Technology.

Entrepreneurship Course Number: 06.41610

How do you turn an idea into a business? Experience just that in this course! Entrepreneurship 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, 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.

Career Technical Student Organization: Future Business Leaders of America, FBLA
Student Credential Earned at the End of The Pathway: Microsoft Office Specialist Certification

EDUCATION

Early Childhood Education I Course Number 20.52810

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

Early Childhood Education II Course Number: 20.42400

Course Description: Early Childhood Education II 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.The prerequisite for this course is Early Childhood Education I.

Early Childhood Education Practicum Course Number: 20.42600

Course Description: The practicum 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.

Career Technical Student Organization: Family, Career, Community Leaders of America, FCCLA.
Student Credential Earned at the End of The Pathway: Early Childhood Education and Care

HEALTH SCIENCE

This program offers 2 different focuses - all students take Introduction to Healthcare and Essentials, and then the 3rd course is a choice between Allied Health or Sports Medicine.

Introduction to Healthcare Science Course Number 25.52100

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

Essentials of Healthcare Course Number: 25.44000

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

(Therapeutic Services/Allied Health and Medicine Pathway)
Allied Health and Medicine Course Number: 25.43700

Course Description: This course is designed to offer students (upperclassmen - 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 with simulated classroom client care. This component of Allied Health is designed to give students practical application of previously studied knowledge and skills. The prerequisite for this course is Introduction to Healthcare Science and Essentials of Healthcare.

Career Technical Student Organization: Future Health Professionals, HOSA
Student Credential Earned at the End of The Pathway: Students may take either the Certified Clinical Medical Assistant Exam (an 85 class average is required and CTAE will cover the $155 exam cost) or the National Health Science Assessment.

THERAPEUTIC SERVICES / SPORTS MEDICINE PATHWAY

Sports Medicine Course Number: 25.44600

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

Career Technical Student Organization: Future Health Professionals, HOSA
Student Credential Earned at the End of The Pathway: Exercise Science / Sports Medicine Assessment

HOSPITALITY

Introduction to Culinary Arts Course Number 20.53100

Course Description: Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts. Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training. The prerequisite for this course is advisor approval.

Culinary Arts I Course Number 20.53210

Course Description: As the second course in the Culinary Arts Career Pathway, the prerequisite for this course is Introduction to Culinary Arts. Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts. The prerequisite for this course is Introduction to Culinary Arts.

Culinary Arts II Course Number 20.53310

Course Description: As the third course in the Culinary Arts Pathway, the prerequisite for this course is Culinary Arts I. Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary 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. The prerequisite for this course is Culinary Arts I.

Career Technical Student Organization: Family, Career, Community Leaders of America, FCCLA
Student Credential Earned at the End of The Pathway: Culinary Arts, Cook Level 2

INFORMATION TECHNOLOGY

Introduction to Digital Technology Course Number 11.41500

Course Description Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course.

Digital Design Course Number: 11.45100

Course Description: Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various formats. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design websites that incorporate digital media elements to enhance content of the website. Various forms of technologies will be used to expose students to resources, software, and applications of media. The prerequisite for this course is Introduction to Digital Technology.

Web Design Course Number: 11.45200

Course Description: Can you think of any company that does not have a web presence? Taking this course will equip students with the ability to plan, design, and create a website. Students will move past learning how to write code and progress to designing a professional looking website using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking website. Various forms of technologies will be used to expose students to resources, software, and applications of web design. The prerequisite for this course is Digital Design.

Computer Science Principles Course Number: 11.47100

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 the 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.

AP Computer Science Course Number: 11.01600

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

Career Technical Student Organization: Future Business Leaders of America, FBLA
Student Credential Earned at the End of The Pathway: Microsoft Technology Associate

LAW ENFORCEMENT SERVICES / PUBLIC SAFETY COMMUNICATIONS

Introduction to Law, Public Safety, Corrections and Security Course Number: 43.45000

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

Criminal Justice Essentials Course Number: 43.45100

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

Public Safety Communications Course Number: 43.46200

This course is based on the Georgia Public Safety Training Center Basic Communications Officer Training program. Extensive training on communication skills, legal and ethical responsibilities, stress management, laws and regulations, and successful inter-agency interaction and support are the standards laying the groundwork for this course. In a fast-paced environment, students learn to handle law enforcement, as well as fire and emergency calls and medical calls. Students will complete CPR, AED, and First Aid training. A minimum of 8 hours of simulated training is required for the course. This course may be taken as the third course in the Public Safety Communications pathway in the Health Science cluster or the Law, Public Safety, Corrections and Security Cluster. Students may become eligible for certification through GA POST. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security and Criminal Justice Essentials.

SCIENCE TECHNOLOGY

Foundations of Engineering and Technology Course Number 21.42500

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

Engineering Concepts Course Number 21.47100

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

Engineering Applications Course Number 21.47200

Course Description: Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering. The prerequisite for this course is Engineering Concepts.

Career Technical Student Organization: Technology Student Association, TSA
Student Credential Earned at the End of The Pathway: Engineering & Technology Assessment

JROTC ARMY

JROTC Army Leadership Education 1 Course Number 28.03100

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.

JROTC Army Leadership Education 2 Course Number 28.03200

Course Description: 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 of 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 3 Course Number 28.03300

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.

GRIFFIN REGION

COLLEGE & CAREER ACADEMY

Course Catalog
&
Course Schedule
for 2021-2022

www.grcca.education

Griffin_RCCA

Griffin Region College & Career Academy

griffin_rcca

This year the GRCCA will host registration events at the GRCCA campus for parents/guardians and students to attend. To enroll in any of the courses offered at the GRCCA, the student and parent/guardian need to attend one of the following events.

January 27th, 5:00on or 6:30pm	February 4th, 5:00pm or 6:30pm
February 9th, 5:00on or 6:30pm	February 24th, 5:00pm or 6:30pm

Visit **www.grcca.education** and register for the date and time convenient for you
Or cut and paste this link to register: https://forms.gle/LknvEL3HkGMd3RaR6

If these times are not convenient, there will be limited individual sessions available by appointment. All students must be enrolled to attend by May 3rd, as there will be no schedule changes after that date.

Academic Dual Enrollment Classes Available Through Gordon State College and/or Southern Crescent Technical College. All of these courses if successfully passed have transferability in the USG system.

BIOL 1111 – 3 Credit Hours
Biology earns high school credit for Biology. Students are exempt from the EOC Test.
Provides an introduction to basic biological concepts with a focus on living cells. Topics include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics, and biotechnology.

BIOL 1111 L – 1 Credit Hour
Biology Lab must be taken in conjunction with the Biology Class.
Selected laboratory exercises paralleling the topics in BIOL 1111. The laboratory exercises for this course include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics, and biotechnology.

ECON 2105 – 3 Credit Hours
Macroeconomics earns high school credit for Economics. Students are exempt from the EOC Test.
Provides a description and analysis of macroeconomic principles and policies. Topics include basic economic principles, macroeconomic concepts, equilibrium in the goods and money markets, macroeconomic equilibrium and the impact of fiscal and monetary policies.

ENGL 1101 – 3 Credit Hours
Composition and Rhetoric earns high school credit for British Literature
Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include writing analysis and practice, revision, and research. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience.

ENGL 1102 – 3 Credit Hours (Prerequisites: ENGL 1101)
Emphasizes the student's ability to read literature analytically and meaningfully and to communicate clearly. Students analyze the form and content of literature in historical and philosophical contexts. Topics include reading and analysis of fiction, poetry, and drama; research; and writing about literature.

ENGL 2130 – 3 Credit Hours (Prerequisites: ENGL 1101)
American Literature earns high school credit for American Literature. Students are exempt from the EOC Test.
Emphasizes American literature as a reflection of culture and ideas. A survey of important works in American literature. Includes a variety of literary genres: short stories, poetry, drama, nonfiction, and novels. Topics include literature and culture, essential themes and ideas, literature and history, and research skills.

HIST 2111 – 3 Credit Hours
US History I earns high school credit for US History. Students are exempt from the EOC Test.
Emphasizes the study of U. S. History to 1877 to include the post Civil War period. The course focuses on the period from the Age of Discovery through the Civil War to include geographical, intellectual, political, economic and cultural development of the American people. It includes the history of Georgia and its constitutional development. Topics include colonization and expansion; the Revolutionary Era; the New Nation; nationalism, sectionalism, and reform; the Era of Expansion; and crisis, Civil War, and reconstruction.

HUMN 1101 / 1501 - 3 Credit Hours
Humanities I
An interdisciplinary course examining Western cultural thought and achievement in art, architecture, music, theatre, literature, philosophy, and religion, designed to develop the student’s understanding of the evolution of culture in the Western and non-Western world; the course will highlight cross-cultural ideas, ethics, arts, values, and means of human expression in the historical period from the beginnings of civilization to the Renaissance.

MATH 1101 - 3 Credit Hours
Mathematical Modeling
Emphasizes functions using real-world applications as models. Topics include fundamental concepts of algebra; functions and graphs; linear, quadratic, polynomial, exponential, and logarithmic functions and models; systems of equations; and optional topics in algebra.

MATH 1111 – 3 Credit Hours
College Algebra
Emphasizes techniques of problem solving using algebraic concepts. Topics include fundamental concepts of algebra, equations and inequalities, functions and graphs, and systems of equations; optional topics include sequences, series, and probability or analytic geometry.

MATH 1113 – 3 Credit Hours (Prerequisites: MATH 1111)
Pre-Calculus
Prepares students for calculus. The topics discussed include an intensive study of polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs. Applications include simple maximum and minimum problems, exponential growth and decay.

MATH 2101 - 3 Credit Hours (Pre-requisites: MATH 1111)
Introductory Statistics
An introduction to non-calculus based statistics, including descriptive statistics, probability, distributions, hypothesis testing, estimation and sample size, correlation, simple regression, and chi-square and F-tests. Students must provide a graphing calculator.

POLS 1101 – 3 Credit Hours
American Government
Emphasizes study of government and politics in the United States. The focus of the course will provide an overview of the Constitutional foundations of the American political processes with a focus on government institutions and political procedures. The course will examine the constitutional framework, federalism, civil liberties and civil rights, public opinion, the media, special interest groups, political parties, and the election process along with the three branches of government. In addition, this course will examine the processes of Georgia state government. Topics include foundations of government, political behavior, and governing institutions.

PSYC 1101 – 3 Credit Hours
Introductory Psychology
Introduces the major fields of contemporary psychology. Emphasis is on critical thinking and fundamental principles of psychology as a science. Topics include research design, the organization and operation of the nervous system, sensation and perception, learning and memory, motivation and emotion, thinking and intelligence, lifespan development, personality, psychological disorders and treatment, stress and health, and social psychology.

SPCH 1101 – 3 Credit Hours
Public Speaking earns high school credit for Oral/Written Communication.

Introduces the student to the fundamentals of oral communication. Topics include selection and organization of materials, preparation and delivery of individual and group presentations, analysis of ideas presented by others, and professionalism.

Students completing 18 core academic hours through SCTC, to include ENGL 1101, will earn an Early College Essentials Certificate.

The following College Technical Programs will be offered at the GRCCA
Unless noted, they are all year long programs that are completed in half a day at the GRCCA.

COSMETOLOGY - SHAMPOO TECHNICIAN

The Shampoo Technician technical certificate of credit introduces courses that prepare students for careers in the field of cosmetology as shampoo technicians. Learning opportunities develop academic and professional knowledge required for job acquisition, retention, and advancement. The program emphasizes specialized training for safety, sanitation, state laws, rules and regulations, chemistry, anatomy and physiology, structure of the hair, diseases and disorders of the hair and scalp, hair and scalp analysis, basic hair and scalp treatments, basic shampooing techniques, reception sales, management, employability skills, and work ethics. Graduates receive a Shampoo Technician technical certificate of credit and are employable as a cosmetology salesperson, salon manager, or salon owner.

Required Courses:
PSYC 1010—Basic Psychology
Presents basic concepts within the field of psychology and their application to everyday human behavior, thinking, and emotion. Emphasis is placed on students understanding basic psychological principles and their application within the context of family, work and social interactions.

COSM 1000—Introduction to Cosmetology Theory
Introduces fundamental both theory and practices of the cosmetology profession. Emphasis will be placed on professional practices and safety. Topics include: state rules, and regulations; state regulatory agencies, image; bacteriology; decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology.

COSM 1020—Hair Care and Treatment
Introduces the theory, procedures and products used in the care and treatment of the scalp and hair, disease and disorders and their treatments and the fundamental theory and skills required to shampoo, condition, and recondition the hair and scalp.

COSM 1120—Salon Management
Emphasizes the steps involved in opening and operating a privately owned salon. Topics include: law requirements regarding employment, taxpayer education / federal and state

responsibilities, law requirements for owning and operating a salon business, business management practices, and public relations and career development.

This program does have room for a student to take additional high school or core college classes.

CRIMINAL JUSTICE FUNDAMENTALS & FORENSICS SCIENCE FUNDAMENTALS

The Criminal Justice Fundamentals technical certificate of credit is a sequence of courses that prepares students for criminal justice professions. Learning opportunities develop academic, occupational, and professional knowledge and skills required for job acquisition, retention, and advancement. The program emphasizes a combination of criminal justice theory and practical applications necessary for successful employment. Completion of this technical certificate of credit may permit students to pursue entry-level opportunities in the criminal justice field. Completion of the Criminal Justice Fundamentals technical certificate of credit does not ensure certification of officer status in Georgia. Students must seek such certification from the Peace Officer Standards and Training (P.O.S.T.) Council.

COMP 1000—Introduction to Computer Literacy
This course introduces the fundamental concepts, terminology, and operations necessary to use computers. Emphasis is placed on basic functions and familiarity with computer use.

CRJU 1010—Introduction to Criminal Justice
Introduces the development and organization of the criminal justice system in the United States. Topics include: the American criminal justice system; constitutional limitations; organization of enforcement, adjudication, and corrections; and career opportunities and requirements.

CRJU 1030—Corrections
Provides an analysis of all phases of the American correctional system and practices, including its history, procedures, and objectives. Topics include: history and evolution of correctional facilities; legal and administrative problems; institutional facilities and procedures; probation, parole, and prerelease programs; alternative sentencing; rehabilitation; community involvement; and staffing.

CRJU 1040—Principles of Law Enforcement
This course examines the principles of the organization, administration, and duties of federal, state and local law enforcement agencies. Topics include: history and philosophy of law enforcement, evaluation of administrative practices, problems in American law enforcement agencies, emerging concepts, professionalism, and community crime prevention programs.

The Forensic Science Fundamentals Technical Certificate of Credit begins to introduce students to various careers in the rapidly growing field of forensic science. Students will gain introductory exposure to knowledge and skills that may encourage further academic preparation in careers in forensic technology in areas such as crime scene investigation, death investigation, laboratory technology, evidence technology, forensic computer science, and general forensic science or criminal justice fields.

Required Courses (Prerequisites CRJU 1010):

FOSC 1206—Introduction to Forensic Science
This introductory course will provide a broad overview of the areas in forensic science covered in higher level courses. Topics include the recognition, identification, individualization and evaluation of various types of physical evidence, forensic science and the law, and ethics in forensic science. The relationship of forensic science to the natural sciences and the use of the scientific method in forensic science will also be explored.

CRJU 1062—Methods of Criminal Investigation
This course presents the fundamentals of criminal investigation. The duties and responsibilities of the investigator both in the field and in the courtroom are highlighted. Emphasis is placed on techniques commonly utilized by investigative personnel as well as the procedures used for investigating various crimes.

CRJU 1063—Crime Scene Processing
This course presents students with practical exercises dealing with investigating crime scenes and gathering various forms of physical evidence. Emphasis is placed on crime scene assessment, search, fingerprinting, and evidence collection. Topics include: crime scene management, evidence characteristics, identification, documentation and collection as well as techniques for developing and lifting latent fingerprints.

SHIELDED METAL ARC WELDING

The Shielded Metal Arc Welding certificate program prepares students for careers in the welding industry. This certificate emphasizes instruction in shielded metal arc welding in the overhead, horizontal, and vertical positions.
Required Courses:

COFC 1080—Construction Trades Core
This course introduces the student to the basic fundamentals of the construction trades. Topics include Basic Safety, Construction Math, Hand and Power Tools, Construction Drawings, Rigging, Materials Handling, and Job-Site Communication and Work Ethic Skills.

WELD 1015—Shielded Metal Arc Welding I
This course is the first of two courses dedicated to Shielded Metal Arc Welding procedures. Topics include SMAW equipment and setup, electrodes, and beads and fillet welds. This course aligns with modules found in NCCER Level I welding curriculum.

WELD 1005—Welding and Cutting Fundamentals
This course introduces the student to basic welding and cutting techniques. Topics include welding safety, Oxyfuel cutting, Plasma Arc cutting, Air Carbon Arc cutting and gouging, base metal preparation, and weld quality requirements. This course aligns with select modules found in NCCER Levels I and II welding curricula.

OR

WELD 1007—Welding Technology Fundamentals
This course introduces the student to basic welding and cutting techniques. Topics include welding safety, Oxyfuel cutting, Plasma Arc cutting, Air Carbon Arc cutting and gouging, base metal preparation, and weld quality requirements.

GAS METAL ARC WELDING

The Gas Metal Arc Welding certificate program prepares students for welding careers in the MIG process. Topics include welding and cutting fundamentals, oxyfuel cutting techniques, and MIG welding techniques and processes.

Required Courses:

COFC 1080—Construction Trades Core
This course introduces the student to the basic fundamentals of the construction trades. Topics include Basic Safety, Construction Math, Hand and Power Tools, Construction Drawings, Rigging, Materials Handling, and Job-Site Communication and Work Ethic Skills.

WELD 1005—Welding and Cutting Fundamentals
This course introduces the student to basic welding and cutting techniques. Topics include welding safety, Oxyfuel cutting, Plasma Arc cutting, Air Carbon Arc cutting and gouging, base metal preparation, and weld quality requirements. This course aligns with select modules found in NCCER Levels I and II welding curricula.

WELD 1035—Gas Metal and Flux-Cored Arc Welding
This course covers the fundamentals of Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding (FCAW). Topics include Equipment and filler metals and plate welding. This course aligns with select modules found in NCCER Level II welding curricula.

MANUFACTURING MAINTENANCE(MECHATRONICS) TECHNICIAN

This Technical Certificate may be completed on its own, or in conjunction with the German Apprenticeship Program. The Manufacturing Maintenance Technician certificate program prepares students to troubleshoot, repair, and maintain machinery in manufacturing environments. Emphasis is placed on applying electrical and mechanical concepts, using basic machine tool skills, and practicing practical problem solving techniques in an industrial setting.

Required Courses:

IDSY 1101 – DC Circuit Analysis

This course introduces direct current (DC) concepts and applications. Topics include: electrical principles and laws; batteries; DC test equipment; Series, parallel, and simple combination circuits; and laboratory procedures and safety practices.

IDSY 1105 – AC Circuit Analysis

This course introduces alternating current concepts, theory, and application of varying sine wave voltages and current, and the physical characteristics and applications of solid state devices. Topics include, but are not limited to, electrical laws and principles, magnetism, inductance and capacitance.

IDSY 1170 – Industrial Mechanics

This course introduces and emphasizes the basic skill necessary for mechanical maintenance personnel. Instruction is also provided in the basic physics concepts applicable to the mechanics of industrial production equipment, and the application of mechanical principles with additional emphasis on power transmission and specific mechanical components.

IDSY 1160 – Mechanical Laws & Principles

Introduces the student to fundamental laws and principles of mechanics. Topics include mechanical principles of simple machines; force, torque, velocity, acceleration, and inertia; rotational motion; work power, and energy, matter; gases; fluid power; and heat, The course emphasizes understanding terminology and using related problem solving skills in everyday physical applications of mechanical technology. Competencies are reinforced and practical hands on lab exercises.

IDSY 1240 – Maintenance for Reliability

Applies advanced instrumentation in conjunction with principles of mechanical physics, vibration and particulate analysis, thermography, and advanced reliability concepts relative to precision/predictive maintenance of industrial equipment.

Precision Manufacturing Production Assistant Certificate

The Manufacturing Production Assistant certificate program is designed to acquaint students with production manufacturing processes, including the principles of precision, predictive, and preventive maintenance. The sequence of courses introduces systems and procedures associated with quality and productivity in the manufacturing environment, including lean manufacturing, statistical control, and process capability.

Required Courses:

AUMF 1560—Manufacturing Production Requirements

This course provides learners with the knowledge and skills associated with quality and productivity in the manufacturing environment. Topics include world class manufacturing, statistical process control, and problem solving.

MEGT 1010—Manufacturing Processes

This course introduces industrial manufacturing processes that employ processes for material shaping, joining, machining and assembly to the student.

IDSY 1240—Maintenance for Reliability

Applies advanced instrumentation in conjunction with principles of mechanical physics, vibration and particulate analysis, thermography, and advanced reliability concepts relative to precision/predictive maintenance of industrial equipment.

MEGT 2100—Manufacturing Quality Controls

This course introduces statistical quality control and quality assurance techniques in manufacturing processes.

Precision Manufacturing & Maintenance Diploma

**Note, this Diploma may be earned in conjunction with SB2, whereas students have to take just 9 high school courses to earn a high school diploma.

***Additionally, this diploma may be earned in conjunction with students participating in the German Apprenticeship Program.

Advanced manufacturing offers a wide variety of career opportunities, including industrial/mechanical maintenance technicians, machinists, millwrights, robotics technicians, and production supervisors in a variety of industrial settings that require automated manufacturing skills. Modern industry relies on complex production systems to produce high quality, economical products. Manufacturing industry workers need to be capable of running and servicing the sophisticated machinery that manufactures all of these products. Workers must understand and practice principles aimed at maintaining safety, improving quality, eliminating waste, and reducing or eliminating the impact of operations on the environment.

Required Courses:

Occupational Courses:

AUMF 1110—Flexible Manufacturing Systems I
AUMF 1560—Manufacturing Production Requirements
IDSY 1101—DC Circuit Analysis
IDSY 1105—AC Circuit Analysis
IDSY 1170—Industrial Mechanics
IDSY 1240—Maintenance for Reliability

Industrial/Mechanical Specialization Courses:

AMCA 2110—CNC Fundamentals
AUMF 1210—Flexible Manufacturing Systems II
IDSY 1160—Mechanical Laws & Principles
MCHT 1020—Heat Treatment & Surface Grinding
MEGT 2100—Manufacturing Quality Control
+ 9 hrs. Occupational Electives.

Course Descriptions:

AUMF 1560, IDSY 1101, IDSY 1105, IDSY 1170, IDSY 1240, IDSY 1260, MEGT 2100 are all on previous page.

AUMF 1110— This course provides instruction in manufacturing control process and work cell interfacing. Emphasis is placed on open and closed loop systems. Instruction is also given in the area of linear integrated circuits .

AMCA 2110—Provides a comprehensive introduction to computer numerical controlled (CNC) machining processes.

AUMF 1210—This course reviews flexible manufacturing system electrical, electronic and mechanical principles by providing opportunities to plan and prepare for constructing and operating an actual flexible automated system. Emphasis is also placed on work cell design by allowing students to work in instructor-supervised teams assembling and operating automated production system cells.

MCHT 1020—Provides instruction in the setup and use of the milling machine.

NURSE AIDE CERTIFICATE – CNA

The Nurse Aide technical certificate of credit prepares students with classroom training and practice as well as the clinical experiences necessary to care for patients in various settings including general medical and surgical hospitals, nursing care facilities, community care facilities for the elderly, and home health care services. Students who successfully complete the Nurse Aide technical certificate of credit may be eligible to sit for the National Nurse Aide Assessment Program (NNAAP) which determines competency to become enrolled in the state nurse aide registry.

ALHS 1040—Introduction to Health Care
Introduces a grouping of fundamental principles, practices, and issues common in the healthcare profession. In addition to the essential skills, students explore various delivery systems and related issues. Topics include: basic life support/CPR, basic 190 emergency care/first aid and triage, vital signs, infection control/blood and airborne pathogens.

ALHS 1090—Medical Terminology for Allied Health Sciences
Introduces the elements of medical terminology. Emphasis is placed on building familiarity with medical words through knowledge of roots, prefixes, and suffixes. Topics include: origins (roots, prefixes, and suffixes), word building, abbreviations and symbols, and terminology related to the human anatomy.

ALHS 1060—Diet and Nutrition for Allied Health Sciences
A study of the nutritional needs of the individual. Topics include: nutrients, standard and modified diets, nutrition throughout the lifespan, and client education.

NAST 1100—Nurse Aide Fundamentals
Emphasis is placed on roles and responsibilities of the Nurse Aide, understanding and developing critical thinking skills, as well as demonstrating knowledge of the location and function of human body systems and common disease processes; responding to and reporting changes in a residents/patients condition, nutrition, vital signs; nutrition and diet therapy; disease processes; vital signs; observing, reporting and documenting changes in a residents condition; emergency concerns; ethics and legal issues and governmental agencies that influence the care of the elderly in long term care settings; mental health and psychosocial well-being of the elderly; use and care of mechanical devices and equipment; communication and interpersonal skills and skills competency based on federal guidelines.

Medical Office Support Technician

The Medical Administrative Assistant will work in the front office at a physician's office, clinic or other outpatient facility greeting patients, answering the phone, making appointments, and gathering information from patients for patient files. In addition, these individuals should possess good interpersonal and customer service skills—being courteous, professional and helpful—are critical for this job. Being an active listener often is a key quality needed that requires the ability to listen patiently to the points being made, to wait to speak until others have finished, and to ask appropriate questions when necessary.

Required Courses:

ALHS 1040—Introduction to Health Care

Introduces a grouping of fundamental principles, practices, and issues common in the healthcare profession. In addition to the essential skills, students explore various delivery systems and related issues. Topics include: basic life support/CPR, basic 190 emergency care/first aid and triage, vital signs, infection control/blood and airborne pathogens.

ALHS 1090 - Medical Terminology for Allied Health Sciences

Introduces the elements of medical terminology. Emphasis is placed on building familiarity with medical words through knowledge of roots, prefixes, and suffixes. Topics include origins (roots, prefixes, and suffixes), word building, abbreviations and symbols, and terminology related to the human anatomy.

MAST 1010 Legal & Ethical Concerns/Med Office

Introduces the basic concept of medical assisting and its relationship to the other health fields. Emphasizes medical ethics, legal aspects of medicine, and the medical assistant*s role as an agent of the physician. Provides the student with knowledge of medical jurisprudence and the essentials of professional behavior. Topics include :introduction to medical assisting; introduction to medical law; physician/patient/assistant relationships; medical office in litigation; as well as ethics, bioethical issues and HIPAA.

MAST 1060 Medical Office Procedures

Emphasizes essential skills required for the medical practice. Topics include: office protocol, time management, appointment scheduling, medical office equipment, medical references, mail services, medical records, and professional communication.

PHARMACY TECHNICIAN DIPLOMA

The Pharmacy Technology diploma is designed to enable the student to acquire the knowledge, skills, and attitudes for employment within a pharmacy. Program graduates will be able to perform a variety of technical duties related to preparing and dispensing drugs in accordance with standard procedures and laws under the supervision of a registered pharmacist. A variety of clinical experiences are designed to integrate theory and practice. Graduates will be employable as entry-level pharmacy technicians. The Pharmacy Technology program is accredited by ASHP (American Society of Health System Pharmacists) and ACPE (Accreditation Council for Pharmacy Education) upon recommendation of the ASHP and ACPE Boards of Directors.

ENGL 1010 - Fundamentals of English (May also substitute ENGL 1101 Composition and Rhetoric) Emphasizes the development and improvement of written and oral communication abilities.

MATH 1012 - Foundations of Mathematics (May also substitute MATH 1111 College Algebra) Emphasizes the application of basic mathematical skills used in the solution of occupational and technical problems. Topics include fractions, decimals, percents, ratios and proportions, measurement and conversion, formula manipulation, technical applications, and basic statistics.

COMP 1000 – Introduction to Computers
This course introduces the fundamental concepts, terminology, and operations necessary to use computers. Emphasis is placed on basic functions and familiarity with computer use.

PSYC 1010 – Basic Psychology (May also substitute PSYC 1101 Introductory Psychology) Presents basic concepts within the field of psychology and their application to everyday human behavior, thinking, and emotion. Emphasis is placed on students understanding basic psychological principles and their application within the context of family, work and social interactions.

ALHS 1011 - Structure and Function of the Human Body
Focuses on basic normal structure and function of the human body. Topics include general plan and function of the human body, integumentary system, skeletal system, muscular system, nervous and sensory systems, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system.

ALHS 1040 - Introduction to Health Care
Introduces a grouping of fundamental principles, practices, and issues common in the healthcare profession. In addition to the essential skills, students explore various delivery systems and related issues. Topics include: basic life support/CPR, basic 190 emergency care/first aid and triage, vital signs, infection control/blood and airborne pathogens.

ALHS 1090 - Medical Terminology
Introduces the elements of medical terminology. Emphasis is placed on building familiarity with medical words through knowledge of roots, prefixes, and suffixes.

PHAR 1000 - Pharmaceutical Calculations
This course develops knowledge and skills in pharmaceutical calculations procedures. Topics include: systems of measurement, medication dispensing calculations, pharmacy mathematical procedures, and calculation tools and techniques.

PHAR 1010 - Pharmacy Technology Fundamentals
Provides an overview of the pharmacy technology field and develops the fundamental concepts and principles necessary for successful participation in the pharmacy field. Topics include: safety, orientation to the pharmacy technology field, Fundamental principles of chemistry, basic laws of chemistry, ethics and laws, definitions and terms, and reference sources.

PHAR 1020 - Principles of Dispensing Medications
This course introduces the student to principles of receiving, storing, and dispensing medications. Topics include: purchasing, packaging, and labeling drugs; pharmacy policies and procedures; documentation; inventory and filing systems; compounding; storage and control; pharmacy equipment; and health care organizational structure. This course provides laboratory and clinical practice.

PHAR 1030 - - Principles of Sterile Medication Preparation
Continues the development of student knowledge and skills in preparing medication, processing glassware, and maintaining an aseptic environment. Topics include: aseptic and sterile techniques, parenteral admixtures, hyperalimentation, chemotherapy, filtering, disinfecting, contamination, ophthalmic preparations, infection control, and quality control.

PHAR 1040 – Pharmacology
The course introduces students to principles and knowledge about all classifications of medication. Topics include: disease states and treatment modalities, pharmaceutical side effects and drug interactions, controlled substances, specific drugs, and drug addiction and abuse.

PHAR 1050 - Pharmacy Technology Practicum
Orients students to the clinical environment and provides experience with basic skills necessary for the pharmacy technician. Topics include: storage and control, documentation, inventory and billing, community practice, institutional practice, and communication.

PHAR 2060 - Advanced Pharmacy Technology Principles
This course presents the advanced concepts and principles needed in the pharmacy technology field. Topics include: physician orders, patient profiles, pharmacy data systems, job readiness, legal requirements, inventory and billing, pharmaceutical calculations and pharmacology review.

PHAR 2070 - Advanced Pharmacy Technology Practicum
Continues the development of student knowledge and skills applicable to pharmacy technology practice.

TEACHING AS A PROFESSION - HIGH SCHOOL COURSES

The High School Teaching as a Profession Pathway is perfect for the student who wishes to become a school teacher, counselor, media specialist or Administrator—or anyone in a related field: school social worker, teaching assistant etc. Upon successful completion of this pathway students can earn credit for **EDUC 2110 Investigating Critical & Contemporary Issues in Education** at any USG school.
Preparing the next generation of teachers is important and each school system would love to grow their own teachers from their current students. As the population in this region grows along with an increasing number of veteran teachers approaching retirement, there will be strong demand for qualified teacher candidates.

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

The **Contemporary Issues in Education** 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.

The **Teaching as a Profession Practicum** offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The 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.

AVIATION / PRIVATE PILOT - HIGH SCHOOL PROGRAM

This pathway is a high school pathway and there are no college entrance requirements. Students will be able to take the FAA Private Pilot Written Exam at the end of this pathway and earn college credit for Private Pilot Ground School (AERO 2106) at Middle Georgia State University.
Those employed in flight operations include aircraft pilots, flight engineers, flight attendants and air traffic controllers. The earnings of airline pilots are among the highest in the nation. Job opportunities are expected to be best with regional and low‑fare airlines.

Required Courses:

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.

Flight Operations I

Navigation and Communication are essential to the safe operation of aircraft within the airspace system. This course provides a foundation that enables the student to apply the basics of aircraft navigation and utilize efficient communication methods for safe aircraft operations.

Flight Operations II

Atmospheric dynamics and concepts are addressed to build a meteorological foundation that will enable students to understand environmental variables that create and change the earth's weather. Meteorological techniques will be used in analyzing, charting, and forecasting weather patterns, and students will apply learned skills to the aeronautical needs and procedures of the air transportation industry.

Aviation Meteorology (This does count as a 4th Science Credit)

Atmospheric dynamics and concepts are addressed to build a meteorological foundation that will enable students to understand environmental variables that create and change the earth's weather. Meteorological techniques will be used in analyzing, charting, and forecasting weather patterns, and students will apply learned skills to the aeronautical needs and procedures of the air transportation industry.


UNMANNED FLIGHT TECHNOLOGY - HIGH SCHOOL PROGRAM

This pathway is a high school pathway and there are no college entrance requirements. Students will be able to take the FAA Remote Pilot Exam at the end of this pathway. This pathway is still pending State Board of Education Approval, which we expect to receive in March 2020.

Required Courses:

Fundamentals of Aerospace

This course is designed as a 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.

Flight Operations I

Navigation and Communication are essential to the safe operation of aircraft within the airspace system. This course provides a foundation that enables the student to apply the basics of aircraft navigation and utilize efficient communication methods for safe aircraft operations.

Unmanned Flight Technology

This course provides a foundation to prepare a student to earn a commercial license to pilot an unmanned aircraft system. Topics discussed include: weather and effects of weather on an unmanned aircraft; types and uses of unmanned aircraft; pre-flight planning and checks; FAA requirements; technology and remote instrumentation; radio communications, plus much more. Students will have an opportunity to earn their remote pilot license by taking and successfully passing the FAA Part 107 Exam.

AVIATION MAINTENANCE - HIGH SCHOOL PROGRAM

This pathway is a high school pathway and there are no college entrance requirements. Students interested in the maintenance and repair of aircraft, this pathway is a great start. Students may continue on to a post secondary college to become an A&P mechanic, which is an extremely high demand, and high wage career need in Aviation. The average base salary of an aircraft mechanic is $94,366.

Required Courses:

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.

Aviation Maintenance I

Aviation Maintenance I is the second course in the Aviation Maintenance career pathway. Students will build a solid knowledge base in the basics of aircraft maintenance, performance, and design. Classroom and laboratory activities assure a thorough understanding of the aviation environment.

Aviation Maintenance II

Aviation Maintenance II is the third course in the Aviation Maintenance career pathway. Students continue to build and expand their solid knowledge base in the basics of aircraft maintenance, performance, and design. Classroom and laboratory activities assure a thorough understanding of the aviation environment.

DISTRIBUTION & LOGISTICS - HIGH SCHOOL PROGRAM

Transportation plays a major role in this pathway. The movement of goods and raw materials (distribution) to specific locations, on time and in the most efficient and effective process is critical in most industries. More specifically, this includes the shipment of raw materials to the manufacturer and movement of finished products to customers.The term "logistics" encompasses the movement of goods and services.
Individuals can choose different employment options in transportation, distribution or logistics. Career choices range from working at airports, ocean ports, and rail yards, transporting materials between warehouses, or calculating material costs as a cargo services supervisor. Some transportation, distribution or logistics careers provide on-the-job training, while other careers require a formal education, including an undergraduate degree.
Employment competition will be strong at the management levels, while those with less education and training will find employment growing faster than normal.

Required Courses:

Logistics Fundamentals

The Logistics Fundamentals course is the foundational course for the Distribution and Logistics pathway. Employment opportunities in the transportation, distribution, and logistics fields will be explored. In this course the student will be exposed to all areas of distribution and logistics. Basic skills in all of the above mentioned areas will be taught.

Logistics Operations

Logistics Operations is the second course in the Distribution and Logistics career pathway. Successful completion of this course along with Logistics Fundamentals will prepare students for the Certified Logistics Associate (CLA) exam. This course will introduce students to global supply chain logistics covering topics, such as the global logistics environment, the importance of planning and logistics strategies, customer service, material handling safety and operations, global supply chain operations, and quality control.

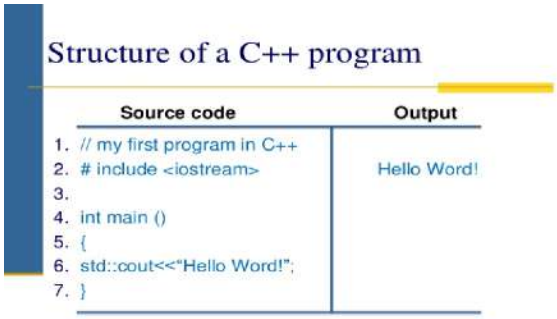
Materials Management

Materials Management is the third course in the Distribution and Logistics pathway. Materials Management is concerned with planning, organizing, and controlling the flow of materials from their initial purchase to destination. Topics include product receiving, proper materials storage, order processing in relation to warehouse operations, packaging materials, inventory control, safe handling of hazardous materials, transportation modes, dispatch, routing and tracking

operations . Successful completion of this course will prepare students for the Certified Logistics Technician (CLT) exam.

Technical Certificates of Credit Available through the GRCCA, but taught on the Griffin SCTC Campus, buses will stop there for student drop off:

C++ Programmer Technical Certificate



****Note, this Technical Certificate of Credit may be earned in conjunction with SB2, whereas students have to take just 9 high school courses and earns 2 TCCs in Computer Programming as well as earns a high school diploma.**

The C++ Programmer certificate provides the opportunity for students and IT professionals to add C++ program language skills and object oriented programming skills to their IT knowledge base. Completers of this certificate are C++ Programmers.

Required Courses:

CIST 1305—Program Design & Development

An introductory course that provides problem solving and programming concepts for those that develop user applications. An emphasis is placed on developing logic, troubleshooting, and using tools to develop solutions.

CIST 1200—Database Management

Provides an overview of the skills and knowledge of database application systems which are used in business, government and industry.

CIST 1220—Structured Query Language

Includes basic database design concepts and solving database retrieval and modification problems using the SQL language.

CIST 2361—C++ Programming I

Provides opportunity to gain a working knowledge of "C++" programming. Includes creating, editing,executing, and debugging "C++" programs of moderate difficulty.

CIST 2362—C++ Programming II

Develops skills for the programmer to write programs using the language of C++. Emphasis is placed on utilizing the added features of C++, which will be added to the skills mastered in Introduction to C++Programming.

ELECTRICAL TECHNICIAN CERTIFICATE

This Technical Certificate is paired with the Atlanta Electrical Contractors Association and students may begin an Apprenticeship Program with the Atlanta Electrical Contractors Association, if they wish.

First Semester

IDFC 1007 - Industrial Safety Procedures

Provides an in-depth study of the health and safety practices required for maintenance of industrial, commercial, and home electrically operated equipment.

IDFC 1011 - Direct Current I

Introduces direct current (DC) concepts and applications. Topics include: electrical principles and laws; batteries; DC test equipment; series, parallel, and simple combination circuits

ELTR 1020 - Alternating Current Fundamentals

Introduces the theory and application of varying sine wave voltages and current. Topics include: magnetism, AC wave generation, AC test equipment, inductance, capacitance, and basic transformers.

MATH 1012 - Foundations of Mathematics

Emphasizes the application of basic mathematical skills used in the solution of occupational and technical problems. Topics include fractions, decimals, percents, ratios and proportions, measurement and conversion, formula manipulation, technical applications, and basic statistics.

Second Semester

ELTR 1205—Residential Wiring I

Introduces residential wiring practices and procedures. Topics include: print reading, National Electrical Code, wiring materials and methods, and control of luminaries and receptacle installation.

ELTR 1210—Residential Wiring II

Provides additional instructions on wiring practices in accordance with the National Electrical Code. Topics include: single and multi-family load calculations, single and multi-family service installations,sub-panels and feeders, and specialty circuits.

ELTR 1060—Electrical Prints, Schematics, and Symbols

Introduces electrical symbols and their use in construction blueprints, electrical schematics, and diagrams. Topics include: electrical symbols, component identification,print reading and scales and Measurement.

ELECTRICAL SYSTEMS TECHNOLOGY DIPLOMA

This program is paired with the Atlanta Electrical Contractors Association in an apprenticeship and students may complete this Diploma and program under Senate Bill 2 or they may complete under the traditional high school graduation plan. This program is open to rising juniors.

The Electrical Systems Technology program provides instruction in the inspection, maintenance, installation, and repair of electrical systems in the residential, commercial, and industrial industries. A combination of theory and practical application is emphasized to develop academic, technical, and professional knowledge and skills. Program graduates receive a diploma in Electrical Systems Technology.

Required Courses:

First Semester
IDFC 1007 - Industrial Safety Procedures
IDFC 1011 - Direct Current I
ELTR 1020 - Alternating Current Fundamentals
MATH 1012 - Foundations of Mathematics

Second Semester
ELTR 1205—Residential Wiring I
ELTR 1210—Residential Wiring II
ELTR 1060—Electrical Prints, Schematics, and Symbols

Third Semester
Occupational Elective
ELTR 1080—Commercial Wiring I
ELTR 1180—Electrical Controls

Fourth Semester
Occupational Elective
ELTR 1090—Commercial Wiring II
EMPL 1000-Interpersonal Relations and Prof Development
ENGL 1010—Fundamentals of English I

AUTOMOTIVE ELECTRONIC SYSTEMS TECHNICIAN & AUTOMOTIVE CHASSIS TECHNICIAN

Students will earn 2 Technical Certificates during the course of a year.

The Automotive Electronic certificate program provides students with the knowledge and skills necessary to diagnose, service, and repair basic electrical/electronic automotive systems as an entry-level technician. Topics covered include automotive shop safety, electrical theory and circuit diagnosis, automotive batteries, starting and charging systems, instrumentation, lighting, and various vehicle accessories.

Required Courses:

AUTT 1010—Automotive Technology Introduction

Introduces basic concepts and practices necessary for safe and effective automotive shop operations. Topics include: safety procedures; legal/ethical responsibilities; general service; hand tools; shop organization, management, and workflow systems.

AUTT 1020—Automotive Electrical Systems

Introduces automotive electricity, emphasizes the basic principles, diagnosis, and service/repair of batteries, starting systems, starting system components, alternators and regulators, lighting system, gauges, horn, wiper/washer, and accessories.

The Automotive Chassis program provides students with skills needed to enter the automotive industry as an entry-level chassis technician. Topics covered include: shop safety, basic electrical/electronic theory and diagnosis, chassis components and types, steering system components and service, alignment theory and procedures, and brake system operation, diagnosis and repair.

Required Courses (Prerequisites AUTT 1010 and AUTT 1020):

AUTT 1030—Automotive Brake Systems

Introduces brake systems theory and its application to automotive systems and anti-lock brake system (ABS) to include ABS components and ABS operation, testing, and diagnosis. Topics include: hydraulic system diagnosis and repair; drum brake diagnosis and repair; disc brake diagnosis and repair; power assist units diagnosis and repair; miscellaneous brake components (wheel bearings, parking brakes, electrical, etc.) diagnosis and repair; test, diagnose, and service electronic brake control system.

AUTT 1050—Automotive Suspension and Steering Systems

Introduces students to principles of steering, suspension, wheel alignment, electronic steering, and electronic active suspension. Topics include: general suspension and steering systems steering systems diagnosis and repair; suspension systems diagnosis and repair; related suspension and steering service; wheel alignment diagnosis, adjustment and repair, wheel and tire diagnosis and repair.

FILM - ON-SET PRODUCTION ASSISTANT I

On-Set Production Assistant I certificate program will train competent entry-level Film/Video Production Assistants who can successfully get an entry-level job in the film / video production industry or continue with their education goals in one of the other Film Production program areas. Subject matter includes basic training in OnSet production protocols, the pre-production / production / post-production process and crew responsibilities / hierarchy. Hands on labs provide students with real world Film and TV production simulations.

Required Courses:

FILM 1100 – GFA Introduction to On-Set Film Production
This course provides students with a basic set of skills and insights sufficient to be integrated onto the sets of working film productions. The course is offered in collaboration with the Georgia Film Academy.

FILM 1030 – Essentials of Film and Television Post-Production
Expose students to the final phase of the production process cycle. Introduce all facets of post-production and create an understanding of file protocols, workflow, basic logging of original materials and an introduction to the concept of “non-linear editing”. Refines organizational skills and “tricks of the trade” to better prepare students for a professional work environment.

FILM 2010 - Advanced Skills for Film & TV Production
Reinforcing the foundational knowledge skills and reinforcing the structure embedded in the hierarchy and work environment found in the Film and Television Production Industry. Emphasis is placed on the students' understanding of the fundamental elements, principles and theories of film production, including the classical stage, set and location environments. Hands on instructional exercises reproduce production department environments, responsibilities, protocols, etiquette and ethics used daily by production assistants.

FILM 2020 - Advanced Skills for Film & TV Production I
Building on the fundamentals gained from the course Film 2010, students will broaden the exploration of the business of Film and Television Production by better understanding the scheduling and budgeting process. Stressing the importance of the Pre-Production strategy as the foundation for an effective production model. Students will be introduced to production skills that are intrinsic to the success of any type of production. Advanced rigorous exposure to crew responsibilities, locations logistics and organizational expectations.

G.R.C.C.A. STUDENT APPLICATION INFORMATION

Questions about attending the GRCCA – please email GRCCA Counselor: dana.hall@gscs.org or GRCCA Director: laura.ergle@gscs.org
www.grcca.education

GORDON STATE ADMISSIONS REQUIREMENTS
Must be 16 and have a 3.0 GPA

- Minimum ACT Scores (Testing may still be waived due to COVID):
  ACT English score of 17 and ACT Math score of 18.
- Minimum Accuplacer Scores (Testing may still be waived due to COVID):
  Minimum of 63 Reading Comprehension
  Minimum of 4 WritePlacer (Note, students with 72 or higher on Reading Comprehension are exempt from the WritePlacer requirement)
  Minimum of 67 Elementary Algebra (Note, a score of 79 is required for placement into MATH 1111 (College Algebra)
- Must have a minimum 3.0 GPA in their academic college prep core.
- Must be at least 16 years of age.
- SAT March 2016 or after, the minimum required scores are: 24 Reading and 470 Math.

SOUTHERN CRESCENT TECHNICAL COLLEGE
ADMISSIONS REQUIREMENT
Must be at least a 10th grade student
Testing may still be waived due to COVID

TEST	Technical Classes - Diploma or Certificate 2.0 GPA for some programs.	Core Classes - Degree 2.6 GPA for core classes.
Accuplacer	Reading - 55 Sentence - 60 Mathematics - 34	Reading - 64 Sentence - 70 Algebra - 57
ACT	Reading - 13 English - 12 Math - 12	Reading - 11 English - 16 Math - 19
New SAT (as of March 2016)	Reading - 24 Writing/Language - 25 Math - 22	Reading - 25 Writing/Language - 26 Math - 24

ACADEMIC AND ELECTIVE COURSE LIST & DESCRIPTIONS

Note: If a particular course is not listed in this section, information for all courses approved by the Georgia Department of Education can be found at the following link:

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/IDA-Spreadsheet-Course-Descriptions.xlsx

Note: Additional information regarding Advanced Placement (AP) Courses can be found at:

https://apstudent.collegeboard.org/apcourse

LANGUAGE ARTS

Course Title	Ninth-Grade Literature and Composition
Course Number	23.06100
Course Description	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 student demonstrates an understanding of speaking and listening for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.
Prerequisite	None

Course Title	Tenth Grade Literature and Composition
Course Number	23.06200
Course Description	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 student demonstrates an understanding of speaking and listening for a variety of purposes. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.
Prerequisite	Ninth-Grade Literature and Composition

Course Title	American Literature/Composition Only designated substitutions may be made for this course.
Course Number	23.05100
Course Description	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. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.
Prerequisite	Tenth Grade Literature/and Composition

Course Title	British Literature/Composition
Course Number	23.05200
Course Description	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. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.
Prerequisite	American Literature/Composition

Course Title	Contemporary Literature
Course Number	23.06600
Course Description	This course focuses on the short story, non fiction, drama, poetry, and the novel (novella) since 1960. The students explore writing by international authors, focusing on various cultures, genders, races, and writing styles. Students write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.
Prerequisite	None

Course Title	Multicultural Literature
Course Number	23.06700
Course Description	The course focuses on world literature and informational texts by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write argumentative, expository, narrative, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.
Prerequisite	None

Course Title	Mythology
Course Number	23.02100
Course Description	This course introduces the importance of myths and tales of classical mythology, focusing on a comparative study of plot, characters, themes, and figurative devices. The course emphasizes the following: critical and analytical skills, vocabulary development, a study of the influences of Greek, Roman, and Norse word origins on the English language, and composition. The study of the relationship between people and their societies is a major emphasis, along with the impact of mythology on the literary world. Writing exploration through media literacy and viewing will be a focus in this course.
Prerequisite	None

Course Title	Journalism I
Course Number	23.03200
Course Description	This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copywriting, editing, and revising. If a publication is produced, the students will learn the process of publishing.
Prerequisite	None

Course Title	Journalism II
Course Number	23.03300
Course Description	The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing.
Prerequisite	Journalism I

Course Title	Journalism III
Course Number	23.03500
Course Description	This course is an extension of Journalism I and II; the students will enhance and hone the skills in journalistic writing, with a main focus on analysis of print and broadcast publications. An in-depth coverage of level-two topics will serve as the main premise. Students will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities.
Prerequisite	Journalism I & II

Course Title	Journalism IV
Course Number	23.03600
Course Description	This course is designed for students who have mastered skills in Journalism III. The students will publish journalistic articles either in a school newspaper (print or electronic) or in the local newspaper. Research and interviews will be required when formulating ideas for writing. The range of opportunities to apply skills will be increased.
Prerequisite	Journalism I, II & III

Course Title	AP Language & Composition/American Literature May substitute for 23.05100.
Course Number	23.05300
Course Description	This course focuses on the study of American literature and informational texts, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening and speaking for a variety of purposes. This course will focus on the consideration of subject, occasion, audience, purpose, speaker, and tone as the guide for effective writing, as well as the way generic conventions and the resources of language contribute to writing effectiveness. The students will compose a variety of writing, including expository, analytical, and argumentative writings which support the academic and professional communication required by colleges; and personal and reflective writings which support the development of writing facility in any context. The students will produce responses to timed writing assignments, as well as writing that proceeds through several stages or drafts, which include opportunities for revision guided by feedback from teacher and peers. Students will analyze primary and secondary sources and develop the research skills needed to effectively synthesize these sources for their writing. An AP syllabus must be submitted and approved by the College Board. (This literature module must be taught in the 11th grade and is recommended as a designated substitute for American Literature.) THIS COURSE MUST ALSO REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.
Prerequisite	None

Course Title	Advanced Placement English Literature and Composition
Course Number	23.06500
Course Description	The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by the College Board.
Prerequisite	None

MATHEMATICS

Course Title	GSE Algebra I for students who entered ninth grade in 2015-2016; student in 2008-2009 or after may substitute this course for 27.08100 or 27.06210 or 27.09710
Course Number	27.09900
Course Description	Algebra I 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 that 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.
Prerequisite	Successful completion of Grade 8 Mathematics

Course Title	GSE Geometry for students who entered ninth grade in 2015-2016; student in 2008-2009 or after may substitute this course for 27.08200 or 27.06220 or 27.09720
Course Number	27.09910
	Geometry 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

Course Description	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 that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
Prerequisite	GSE Algebra I

Course Title	GSE Algebra II for students who entered ninth grade in 2015-2016; student in 2008-2009 or after may substitute this course for 27.08300 or 27.06230 or 27.09730
Course Number	27.09920
Course Description	Algebra II 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	GSE Geometry

Course Title	GSE Pre-Calculus for students who enter ninth grade in 2008-09, 2009-10, 2010-11 and 2011-12 may substitute this course for 27.08400 or 27.06240
Course Number	27.09740
Course Description	Pre-Calculus is a fourth 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	Algebra II

Course Title	Advanced Placement Calculus AB
Course Number	27.07200
Course Description	Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus.
Prerequisite	Pre-Calculus or Accelerated Pre-Calculus

Course Title	Advanced Placement Calculus BC
Course Number	27.07300
Course Description	Conforms to College Board topics for the Advanced Placement Calculus BC Examination. Covers Advanced Placement Calculus AB topics and includes vector functions, parametric equations, conversions, parametrically defined curves, tangent lines, and sequence and series.
Prerequisite	Accelerated Pre-Calculus or AP Calculus AB)

Course Title	Advanced Placement Statistics
Course Number	27.07400
Course Description	Follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability, and statistical inference.
Prerequisite	Algebra II

Course Title	College Readiness Mathematics
Course Number	27.08900
Course Description	College Readiness Mathematics is a fourth 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.
Prerequisite	Algebra I **or** Coordinate Algebra, Geometry **or** Analytic Geometry, **and** Algebra II **or** Advanced Algebra

SCIENCE

Course Title	Ecology
Course Number	26.06100
Course Description	This course focuses on the study of the distribution and abundance of life and interactions between and among organisms and their environment, including the impact of human activities on the natural world. It draws on elements from biology, chemistry, physics, mathematics, and the social sciences. This curriculum is lab and field based. Whenever possible careers related to ecology and relevant case studies should be emphasized.
Prerequisite	None

Course Title	Biology I (Grades 9-12)
Course Number	26.01200
Course Description	The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.
Prerequisite	None

Course Title	Chemistry I
Course Number	40.05100
Course Description	The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.
Prerequisite	Biology and GSE Algebra I

Course Title	Physics I
Course Number	40.08100
Course Description	The Physics 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 connection to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.
Prerequisite	Passed Coor Algebra/GSE Algebra I, Analytic Geometry/GSE Geometry, enrolled in Adv Algebra/GSE Algebra II or above

Course Title	Physical Science (Grades 9-12)
Course Number	40.01100
Course Description	The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.
Prerequisite	None

Course Title	Human Anatomy/Physiology
Course Number	26.07300
Course Description	The human anatomy and physiology 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 should focus 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 should 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 should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.
Prerequisite	Passed Biology, Physical Science or Chemistry

Course Title	Forensic Science
Course Number	40.09300
Course Description	In this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.
Prerequisite	Passed Biology, Chemistry, and Coor Algebra/GSE Algebra I

Course Title	Environmental Science
Course Number	26.06110
Course Description	The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.
Prerequisite	None

Course Title	Earth Systems
Course Number	40.06400
Course Description	Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in geosciences.
Prerequisite	None

Course Title	Advanced Placement Chemistry
Course Number	40.05300
Course Description	This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gas laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time. It is expected that a minimum of 290 minutes per week will be allotted for an AP Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics. (College Board course description September 2007)
Prerequisite	Chemistry I, Enrolled in Adv Algebra or GSE Algebra II

Course Title	Advanced Placement Biology (Grades 9-12) May substitute for 26.01200
Course Number	26.01400
Course Description	This course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered in the course are molecules and cells, heredity and evolution, and organisms and populations. (College Board course description September 2007)
Prerequisite	Passed Biology I and Chemistry I

Course Title	Advanced Placement Environmental Science
Course Number	26.06200
Course Description	AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems. (Advanced Placement Course Description, May 1997. The College Board.)
Prerequisite	Passed Biology I and Chemistry I

Course Title	Advanced Placement Physics 1
Course Number	40.08310
Course Description	AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.
Prerequisite	Passed Coor Algebra/GSE Algebra, Analytic Geometry/GSE Geometry, and enrolled in Advanced Algebra/GSE Algebra II or above

Course Title	Advanced Placement Physics 2
Course Number	40.08320
Course Description	AP Physics 2 is an algebra-based, introductory college-level physics course that explores 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. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.
Prerequisite	Passed Coor Algebra/GSE Algebra, Analytic Geometry/GSE Geometry, and enrolled in Advanced Algebra/GSE Algebra II or above

Course Title	Epidemiology
Course Number	26.06500
Course Description	The epidemiology curriculum is designed to extend student investigations that begin in Biology. This curriculum is performance-based. It integrates scientific investigations using real world situations to find patterns and determine causation of pathological conditions. Instruction should focus on the design, implementation, and evaluation of studies to increase students' media literacy and their understanding of public health. This course should expand their understanding of the scientific methods and develop critical thinking skills.
Prerequisite	None

Course Title	Geology
Course Number	40.06300
Course Description	This course is designed to give the student a scientific introduction to the structure of the earth, its origin and history. Students will study the geological timetable, biogeochemical cycles, forces affecting landforms structures, plate tectonics, rock and mineral classification, and the geology of Georgia as well as the stewardship of our geological resources. Appropriate laboratory activities and everyday technological applications reinforce the major concepts being studied.
Prerequisite	None

SOCIAL STUDIES

Course Title	American Government/Civics
Course Number	45.05700
Course Description	An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that is a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.
Prerequisite	None

Course Title	World History
Course Number	45.08300
Course Description	A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.
Prerequisite	

Course Title	Advanced Placement World History (may substitute for 45.08300)
Course Number	45.08110
Course Description	Conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills. (May substitute for 45.08300)
Prerequisite	

Course Title	United States History
Course Number	45.08100
Course Description	Examines the history of the United States beginning with the British settlement of North America . The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.
Prerequisite	

Course Title	Advanced Placement European History
Course Number	45.08400
Course Description	Conforms to College Board topics for the Advanced Placement European History Examination. Covers intellectual and cultural history, political and diplomatic history and social and economic history.
Prerequisite	

Course Title	Economics/Business/Free Enterprise
Course Number	45.06100
Course Description	An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.
Prerequisite	

Course Title	Advanced Placement Macroeconomics (may substitute for 45.06100)
Course Number	45.06200
Course Description	Conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth. (may substitute for 45.06100)
Prerequisite	None

Course Title	Advanced Placement Microeconomics (may substitute for 45.06100)
Course Number	45.06300
Course Description	Conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government. (may substitute for 45.06100)
Prerequisite	None

Course Title	Psychology
Course Number	45.01500
Course Description	Investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders and research methods used in the study of psychology. Integrates and reinforces social studies skills.
Prerequisite	None

Course Title	Sociology
Course Number	45.03100
Course Description	Investigates principles of sociology, the individual in groups, social institutions, social control and the use of research methods to examine social problems. Integrates and reinforces social studies skills.
Prerequisite	None

Course Title	US History in Film
Course Number	45.08120
Course Description	Explores United States History through film. This course includes analysis and interpretation of events through both print and film. There are no QCC's or GPS's associated with this course.
Prerequisite	None

Course Title	US & World Affairs
Course Number	45.09100
Course Description	Focuses on global interrelationships, analyzing strategic geographic, political, economic and social issues that influence the United States' relationships with other countries in an interdependent world.
Prerequisite	None

Course Title	Advanced Placement Psychology
Course Number	45.01600
Course Description	Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.
Prerequisite	None

Course Title	Advanced Placement Government/Politics: Comparative
Course Number	45.05300
Course Description	Conforms to College Board topics for the Advanced Placement Comparative Government and Politics Examination. Covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and an introduction to comparative politics.
Prerequisite	None

Course Title	Advanced Placement Government/Politics: United States (may substitute for 45.05700)
Course Number	45.05200
Course Description	Conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. (may substitute for 45.05700)
Prerequisite	

Course Title	Advanced Placement Human Geography
Course Number	45.07700
Course Description	The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic 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).
Prerequisite	None

Course Title	Advanced Placement United States History (may substitute for 45.08100)
Course Number	45.08200
Course Description	Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. (May substitute for 45.08100)
Prerequisite	None

World Languages & Latin

Course Title	Latin I
Course Number	61.04100
Course Description	Introduces students to the Latin language and ancient Roman civilization. Emphasizes the ability to write simple Latin phrases and to understand simple Latin passages presented orally and in writing.
Prerequisite	None

Course Title	Latin II
Course Number	61.04200
Course Description	Enhances Level One skills and provides opportunities to translate longer, more challenging passages. Emphasizes how ancient Roman language and civilization has influenced Western language and civilization.
Prerequisite	Latin I

Course Title	Latin III
Course Number	61.04300
Course Description	Enhances previously learned skills and introduces original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels. The authors whose works are studied are Catullus, Cicero, Horace, Ovid, and Vergil. Selected works from authors such as Aulus Gellius, Juvenal, Livy, Martial, Cornelius, Nepos, Plautus, Sallust, Pliny, as well as authors from later Latin, can be included. Explores the political, economic, social characteristics represented in the works studied and examines the various writing styles of the authors.
Prerequisite	61.04100 & 61.04200

Course Title	Spanish I
Course Number	60.7100
Course Description	Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.
Prerequisite	None

Course Title	Spanish II
Course Number	60.07200
Course Description	Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.
Prerequisite	Spanish I

Course Title	Spanish III
Course Number	60.07300
Course Description	Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.
Prerequisite	Spanish I & Spanish II

Course Title	German I
Course Number	61.01100
Course Description	Introduces the German language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of German-speaking cultures.
Prerequisite	None

Course Title	German II
Course Number	61.01200
Course Description	Enhances Level One skills in German and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of German-speaking cultures.
Prerequisite	German I

Course Title	German III
Course Number	61.01300
Course Description	Enhances Level Two skills in German and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of German-speaking cultures.
Prerequisite	German I & II

Course Title	French I
Course Number	60.01100
Course Description	Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures.
Prerequisite	None

Course Title	French II
Course Number	60.01200
Course Description	Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures.
Prerequisite	French I

Course Title	French III
Course Number	60.01300
Course Description	Enhances Level Two skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of French-speaking cultures.
Prerequisite	French I & II

Course Title	Advanced Placement Spanish/Language
Course Number	60.07700
Course Description	Conforms to College Board topics for the Advanced Placement Spanish Language Examination. Emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, to compose expository passages and to speak accurately and fluently.
Prerequisite	Spanish I, II, and III

PHYSICAL EDUCATION

Course Title	Health/Personal Fitness
Course Number	36.05800 Note: This course includes all standards from both of the required one half unit courses - Health (17.01100) and Personal Fitness (36.05100).
Course Description	Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness. Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health , and community health.
Prerequisite	None. Required Ninth Grade Elective

Course Title	Introductory Lifetime Sports
Course Number	36.02200
Course Description	Introduces fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating, and skiing.
Prerequisite	None

Course Title	Intermediate Lifetime Sports
Course Number	36.03200
Course Description	Enhances skills and strategies in lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating and skiing.
Prerequisite	Intro Lifetime Sports

Course Title	Advanced Lifetime Sports
Course Number	36.04200
Course Description	Refines skills and explores the technical aspects of lifetime sports.
Prerequisite	Introductory Lifetime Sports & Intermediate Lifetime Sports

Course Title	Introductory Team Sports
Course Number	36.02100
Course Description	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.
Prerequisite	None

Course Title	Intermediate Team Sports
Course Number	36.03100
Course Description	Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.
Prerequisite	Introductory Team Sports

Course Title	Advanced Team Sports
Course Number	36.04100
Course Description	Provides opportunities to officiate and to enhance skills in team sports strategies.
Prerequisite	Introductory Team Sports & Intermediate Team Sports

Course Title	Weight Training
Course Number	36.05400
Course Description	Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifestyle habits.
Prerequisite	None

Course Title	Advanced Weight Training

Course Number	36.06400
Course Description	Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.
Prerequisite	Weight Training

Course Title	Physical Conditioning
Course Number	36.05200
Course Description	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 lifestyle habits.
Prerequisite	None

Course Title	Advanced Physical Conditioning
Course Number	36.06200
Course Description	Enhances cardiovascular endurance, flexibility, muscular strength and endurance and body composition. Emphasizes self-management and adherence strategies.
Prerequisite	Physical Conditioning

Course Title	Body Sculpting
Course Number	36.05600
Course Description	Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.
Prerequisite	None

Course Title	Advanced Body Sculpting
Course Number	36.06600
Course Description	Provides additional opportunities to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. Promotes healthy means to body sculpting goals.
Prerequisite	Body Sculpting

Course Title	Exercise & Weight Control
Course Number	36.05500
Course Description	Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition. Includes consumer information on products, programs and fitness concepts for developing healthy lifestyle habits.
Prerequisite	None

Course Title	Advanced Exercise & Weight Control
Course Number	36.06500
Course Description	Provides self-management and adherence strategies to continue weight control through a safe and effective exercise program.
Prerequisite	Exercise & Weight Control

Course Title	General Physical Education I
Course Number	36.01100
Course Description	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. Provides basic methods to attain a healthy and active lifestyle.
Prerequisite	Requires an application and approval by the teacher.

Course Title	General Physical Education II
Course Number	36.01200
Course Description	Enhances level-one skills in any different 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. Further promotes methods to attain a healthy and active lifestyle.
Prerequisite	Requires an application and approval by the teacher.

BAND

Course Title	Beginning Band I
Course Number	53.03610
Course Description	Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
Prerequisite	None

Course Title	Beginning Band II
Course Number	53.03620
Course Description	Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences.
Prerequisite	Beginning Band I

Course Title	Beginning Band III
Course Number	53.03630
Course Description	Enhances level-two skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production and analysis; includes historical and cultural contributions and influences, creative aspects of music and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble; stresses individualized learning and group experiences.
Prerequisite	Beginning Band I & II

Course Title	Beginning Band IV
Course Number	53.03640
Course Description	Enhances level-three skills. Provides further opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.
Prerequisite	Beginning Band I, II & III

Course Title	Intermediate Band I
Course Number	53.03710
Course Description	Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills.
Prerequisite	Beginning Band I, II, III & IV

Course Title	Intermediate Band II
Course Number	53.03720
Course Description	Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.
Prerequisite	Intermediate Band I

Course Title	Intermediate Band III
Course Number	53.03730
Course Description	Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.
Prerequisite	Intermediate Band I & II

Course Title	Intermediate Band IV
Course Number	53.03740
Course Description	Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision with increasingly difficult literature. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, practice strategies and group experiences.
Prerequisite	Intermediate Band I, II, & III

Course Title	Advanced Band I
Course Number	53.03810
Course Description	Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.
Prerequisite	Intermediate Band I, II, III & IV

Course Title	Advanced Band II
Course Number	53.03820
Course Description	Enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.
Prerequisite	Advanced Band I

Course Title	Advanced Band III
Course Number	53.03830
Course Description	Enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.
Prerequisite	Advanced Band I & II

Course Title	Advanced Band IV
Course Number	53.03840
Course Description	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. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress in an increasing breadth of repertoire, individual learning strategies and ensemble experiences.
Prerequisite	Advanced Band I, II & III

Course Title	Mastery Band I
Course Number	53.03910
Course Description	Mastery Band I 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.
Prerequisite	Advanced Band I, II, III & IV

Course Title	Mastery Band II
Course Number	53.03920
Course Description	Mastery Band II 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.
Prerequisite	Mastery Band I

Course Title	Mastery Band III
Course Number	53.03930
Course Description	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.
Prerequisite	Mastery Band I & II

Course Title	Mastery Band IV
Course Number	53.03940
Course Description	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.
Prerequisite	Mastery Band I, II & III

Course Title	Beginning Instrumental Ensemble I
Course Number	53.07410
Course Description	Offers smaller ensemble experience for instrumentalists in large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.
Prerequisite	None

Course Title	Beginning Instrumental Ensemble II
Course Number	53.07420
Course Description	Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.
Prerequisite	Beginning Instrumental Ensemble I

CHORUS

Course Title	Beginning Chorus I
Course Number	54.02110
Course Description	Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
Prerequisite	None

Course Title	Beginning Chorus II
Course Number	54.02120
Course Description	Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Beginning Chorus I

Course Title	Beginning Chorus III
Course Number	54.02130
Course Description	Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Beginning Chorus I & II

Course Title	Beginning Chorus IV
Course Number	54.02170
Course Description	Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Beginning Chorus I, II & III

Course Title	Intermediate Chorus I
Course Number	54.02210
Course Description	Provides intermediate-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self paced progress through all four levels. Stresses individual progress and group experiences.
Prerequisite	Beginning Chorus I, II, III & IV

Course Title	Intermediate Chorus II
Course Number	54.02220
Course Description	Enhances level-one skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Intermediate Chorus I

Course Title	Intermediate Chorus III
Course Number	54.02230
Course Description	Enhances level-two skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Intermediate Chorus I & II

Course Title	Intermediate Chorus IV
Course Number	54.02270
Course Description	Enhances level-three skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Intermediate Chorus I, II & III

Course Title	Advanced Chorus I
Course Number	54.02310
Course Description	Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self paced progress through all four levels. Stresses individual progress and group experiences.
Prerequisite	Intermediate Chorus I, II, III & IV

Course Title	Advanced Chorus II
Course Number	54.02320
Course Description	Enhances level-one skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Advanced Chorus I

Course Title	Advanced Chorus III
Course Number	54.02330
Course Description	Enhances level-two skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Advanced Chorus I & II

Course Title	Advanced Chorus IV
Course Number	54.02340
Course Description	Enhances level-three skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Advanced Chorus I, II & III

Course Title	Mastery Mix Chorus I
Course Number	54.02350
Course Description	This course provides opportunities for mastery-level performers to increase performance skills and knowledge in choral singing. It covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. An emphasis is placed on self-paced progress and a variety of group experiences.
Prerequisite	Advanced Chorus I, II, III & IV

Course Title	Mastery Mix Chorus II
Course Number	54.02360
Course Description	Enhances level-one skills and provides further opportunities for mastery-level performers to increase performance skills and knowledge in choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.
Prerequisite	Mastery Mix Chorus I

Course Title	Mastery Mix Chorus III
Course Number	54.02370
Course Description	Enhances level-two skills and provides further opportunities for mastery-level performers to increase performance skills and knowledge in choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.
Prerequisite	Mastery Mix Chorus I & II

Course Title	Mastery Mix Chorus IV
Course Number	54.02380
Course Description	Enhances level-three skills and provides further opportunities for mastery-level performers to increase performance skills and knowledge in choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.
Prerequisite	Mastery Mix Chorus I, II, & III

Course Title	Beginning Women Chorus I
Course Number	54.02410
Course Description	Provides opportunities for young women to develop performance skills and knowledge in all-female chorus singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	None

Course Title	Beginning Women Chorus II
Course Number	54.02420
Course Description	Enhances level-one skills and provides further opportunities for young women to develop performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Beginning Women Chorus I

Course Title	Intermediate Women Chorus I
Course Number	54.02510
Course Description	Provides opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
Prerequisite	Beginning Women Chorus I & II

Course Title	Intermediate Women Chorus II
Course Number	54.02520
Course Description	Enhances level-one skills and provides further opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Intermediate Women Chorus I

Course Title	Advanced Women Chorus I
Course Number	54.02610
Course Description	Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Intermediate Women Chorus I & II

Course Title	Advanced Women Chorus II
Course Number	54.02620
Course Description	Enhances level-one skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Advanced Women Chorus I

Course Title	Mastery Women Chorus I
Course Number	54.02650
Course Description	This course provides opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing. It covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. An emphasis is placed on self-paced progress and a variety of group experiences.
Prerequisite	Advanced Women Chorus I & II

Course Title	Mastery Women Chorus II
Course Number	54.02660
Course Description	Enhances level-one skills and provides further opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.
Prerequisite	Mastery Women Chorus I

Course Title	Beginning Men Chorus i
Course Number	54.02710
Course Description	Provides opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
Prerequisite	None

Course Title	Beginning Men Chorus II
Course Number	54.02720
Course Description	Enhances level-one skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Beginning Men Chorus I

Course Title	Intermediate Men Chorus I
Course Number	54-02810
Course Description	Provides opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.
Prerequisite	Beginning Men Chorus I & II

Course Title	Intermediate Men Chorus II
Course Number	54.02820
Course Description	Enhances level-one skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Intermediate Men Chorus I

Course Title	Advanced Men Chorus I
Course Number	54.02910
Course Description	Provides opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Intermediate Men Chorus I & II

Course Title	Advanced Men Chorus II
Course Number	54.02920
Course Description	Enhances level-one skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.
Prerequisite	Advanced Men Chorus I

Course Title	Mastery Men Chorus I
Course Number	54.02950
Course Description	This course provides opportunities for mastery-level male performers to increase performance skills and knowledge in all-male choral singing. It covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. An emphasis is placed on self-paced progress and a variety of group experiences.
Prerequisite	Advanced Men Chorus I & II

Course Title	Mastery Men Chorus II
Course Number	54.02960
Course Description	Enhances level-one skills and provides further opportunities for mastery-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production of more complex choral literature with an emphasis on analysis and theoretical studies, historical and cultural contributions and influences, and the creative aspects of music and music appreciation. Stresses self-paced progress and a variety of group experiences.
Prerequisite	Mastery Men Chorus I

Course Title	Advanced Placement Music Theory
Course Number	53.02300
Course Description	Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding.
Prerequisite	Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

MUSIC TECHNOLOGY

Course Title	Beginning Music Technology
Course Number	53.02210
Course Description	Students will learn the concepts of music technology, and its use in current music production methods
Prerequisite	None

Course Title	Intermediate Music Technology
Course Number	53.02220
Course Description	Students will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments.
Prerequisite	Beginning Music Technology

Course Title	Advanced Music Technology
Course Number	53.02230
Course Description	Students will compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems.
Prerequisite	Beginning & Intermediate Music Technology

Course Title	Mastery Music Technology
Course Number	53.02280
Course Description	Students expand their understanding and use of compositional techniques, including harmonization, orchestration, and arranging. Students will devise rhythmic and melodic variations of a specific theme and create rhythmic and harmonic accompaniment to melodic materials. Emphasis is placed on composing music in several distinct styles using music software or sequencer. Music will be arranged for small ensembles with specific instrumentation.
Prerequisite	Beginning, Intermediate & Advanced Music Technology

MUSIC APPRECIATION

Course Title	Music Appreciation I
Course Number	53.01400
Course Description	Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music.
Prerequisite	None

Course Title	Music Appreciation II
Course Number	53.01500
Course Description	Enhances level-one skills and understanding. Emphasizes an in-depth approach to music through performance, creativity and listening. Encourages independent music learning to develop a lifelong interest in music. Builds skills of perception and discrimination in listening.
Prerequisite	Music Appreciation I

Course Title	Music Appreciation III
Course Number	53.01600
Course Description	Enhances level-two skills. Emphasizes developing a framework for critical analysis of music. Provides knowledge and skills for development of independent reading and performance on folk instruments. Encourages composition and use of electronic media.
Prerequisite	Music Appreciation I & II

Course Title	Music Appreciation IV
Course Number	53.01700
Course Description	Enhances level-three skills. Provides an individualized, in-depth examination of current issues in music such as ethnic influences, styles, values and aesthetics. Encourages independent judgments based on critical analysis and the ability to write or speak objectively about music.
Prerequisite	Music Appreciation I, II & III

THEATRE ARTS

Course Title	Theatre Arts/Fundamentals I
Course Number	52.02100
Course Description	Dramatic Arts/Fundamentals I and serves as a prerequisite for other theater/drama courses. Develops and applies performance skills through access to basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.
Prerequisite	None

Course Title	Theatre Arts/Fundamentals II
Course Number	52.02200
Course Description	Enhances level-one skills by producing and studying children's theater in depth with performance opportunities.
Prerequisite	Theatre Arts/Fundamentals I

Course Title	Theatre Arts/Fundamentals III
Course Number	52.02300
Course Description	Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.
Prerequisite	Theatre Arts/Fundamentals I & II

Course Title	Theatre Arts/Fundamentals IV
Course Number	52.02400
Course Description	Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.
Prerequisite	Theatre Arts/Fundamentals I, II & III

Course Title	Advanced Drama I
Course Number	52.05100
Course Description	Introduces acting and theater as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication. Enhances vocal techniques and specific patterns for better verbal communication.
Prerequisite	None

Course Title	Advanced Drama II
Course Number	52.05200
Course Description	Enhances level-one skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies.
Prerequisite	Advanced Drama I

Course Title	Advanced Drama III
Course Number	52.05230
Course Description	This course enhances level-two skills and is devoted to studying the literature of the theatre including dramatic structure and varieties of dramatic literature from different periods.
Prerequisite	Advanced Drama I & II

Course Title	Advanced Drama IV
Course Number	52.05240
Course Description	This course is for the experienced student performer. Students focus on scene analysis, critical reviewing, and directing. Students identify and analyze dramatic theories, styles, and literature.
Prerequisite	Advanced Drama I, II & III

Course Title	Dramatic Arts/Film, Video, TV I
Course Number	52.07100
Course Description	Provides an overview of film, television and video and their relationship to drama and theater. Covers technical considerations of program production and the interactive roles of the director, actor, choreographer and technical designers. Provides opportunities to analyze film, television and video productions and to develop criteria to evaluate these media forms.
Prerequisite	None

Course Title	Dramatic Arts/Film, Video, TV II
Course Number	52.07200
Course Description	Enhances level-one skills and focuses on the production of a product in video format.
Prerequisite	Dramatic Arts/Film, Video, TV I

Course Title	Theatre Arts/Acting I
Course Number	52.06100
Course Description	Introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions and ideas; enhances self-confidence and self-awareness. Focuses on scene study.
Prerequisite	None

Course Title	Theatre Arts / Acting II
Course Number	52.06200
Course Description	Enhances level-one skills with emphasis on classical and historical scene study.
Prerequisite	Theatre Arts/Acting I

Course Title	Theatre Arts / Acting III
Course Number	52.06300
Course Description	Enhances level-one and level-two skills taught in Acting I and Acting II. Emphasizes advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises. The course can also provide opportunities to compete in literary competitions and one-act play festivals.
Prerequisite	Theatre Arts/ Acting I & II

VISUAL ARTS

Course Title	Visual Arts/Comprehensive I
Course Number	50.02110
Course Description	Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance.
Prerequisite	None

Course Title	Visual Arts/ Comprehensive II
Course Number	50.02120
Course Description	Enhances level-one skills in art history, art criticism, aesthetic judgment and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two-and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.
Prerequisite	Visual Arts/Comprehensive I

Course Title	Visual Arts/Comprehensive III
Course Number	50.02130
Course Description	Enhances level-two skills in art history, art criticism, aesthetic judgment and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists.
Prerequisite	Visual Arts/Comprehensive I & II

Course Title	Visual Arts/ Comprehensive IV
Course Number	50.02400
Course Description	Enhances level-three skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities for in-depth application of design elements and principles of design in two-and three-dimensional art media and processes. Stresses creative problem solving through art production and the study of master artists and their works.
Prerequisite	Visual Arts/Comprehensive I, II & III

Course Title	Visual Arts/Comprehensive V
Course Number	50.02600
Course Description	Enhances level-four skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and-three-dimensional art media and process in the development of individual portfolios. Explores idea development and media selection of master artworks of historical and cultural significance.
Prerequisite	Visual Arts/Comprehensive I, II, III & IV

Course Title	Visual Arts/Comprehensive VI
Course Number	50.02170
Course Description	Enhances level-five skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and three-dimensional art media and process in the development of individual portfolios. Stresses the use of research in student's idea development leading to the production of artwork. Emphasis is placed on the writing of master artists of both past and contemporary societies.
Prerequisite	Visual Arts/Comprehensive I - V

Course Title	Visual Arts/ Comprehensive VII
Course Number	50.02180
Course Description	Enhances level-six skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and three-dimensional art media and process in the development of individual portfolios used in job, art school and college applications. Stresses research, planning and proposal writing for the production of artwork. Investigates idea development and theme in master artworks of historical and contemporary societies.
Prerequisite	Visual Arts/ Comprehensive I - VI

Course Title	Visual Arts/ Comprehensive VIII
Course Number	50.02190
Course Description	Enhances level-seven skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and-three-dimensional art media and process in the development of individual portfolios used in job, art school and college applications. Stresses refining of portfolio and production of slides intended for submission for judging. Enhances art-criticism writing skills of both master works and student productions. Provides opportunities for preparing and exhibiting art work.
Prerequisite	Visual Arts/ Comprehensive I - VII

Course Title	Graphic Animation - Prerequisite for AP Art
Course Number	50.07250
Course Description	This course teaches illustration as it applies to sequential art and animation. Topics will include the narrative arc, the rules of animation, character design, and anatomy for motion. Students will use a variety of hardware and software tools to create graphic design and animation projects.
Prerequisite	None

Course Title	Visual Arts/Advanced Placement Studio: Drawing Portfolio
Course Number	50.08110
Course Description	Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.
Prerequisite	None

Course Title	Visual Arts/Advanced Placement Studio: 2D Design Portfolio
Course Number	50.08130
Course Description	Conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.
Prerequisite	None

Course Title	Visual Arts/Advanced Placement Studio: 3D Design Portfolio
Course Number	50.08140
Course Description	Conforms to College Board topics for the Advanced Placement Studio 3D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.
Prerequisite	None