



Henry County Schools

High School

Advisement Guide and Course Descriptions 2007-2008

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HENRY COUNTY HIGH SCHOOLS & PRINCIPALS
33 N. Zack Hinton Parkway, McDonough, GA 30253
Phone: (770) 957-6601, Fax: (770) 898-7912

Dutchtown High – Ms. Dwala Nobles, Principal
149 Mitchell Road, Hampton, GA 30228
Phone: 770-515-7510; Fax: 770-515-7518
email: Dwala.Nobles@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/dh/>

Eagle's Landing High - Dr. Ethan Hildreth, Principal
301 Tunis Road, McDonough, GA 30253
Phone: 770-954-9515; Fax: 770-914-9789
email: Ethan.Hildreth@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/elh/>

Henry County High - Mr. Andy Giddens, Principal
401 East Tomlinson Street, McDonough, GA 30253
Phone: 770-957-3943; Fax: 770-957-0368
email: Andy.Giddens@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/hch/>

Luella High – Mr. George Eckerle, Principal
603 Walker Drive, Locust Grove, GA 30248
Phone: 770-898-9822; Fax: 770-898-9625
email: George.Eckerle@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/lhs/>

Ola High – Mr. Ross Iddings, Principal
357 North Ola Road, McDonough, Ga 30252
Phone: 770-288-3222; Fax: 770-288-3230
email: Ross.Iddings@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/ohs/>

Patrick Henry High (Alt.) – Mr. Dan DeWolf, Principal
109 Lee Street, Stockbridge, GA 30281
Phone: 770-507-6414; Fax: 770-507-6259
email: Dan.Dewolf@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/phh/>

Stockbridge High – Mr. Eric Watson, Principal
1151 Old Conyers Road, Stockbridge, GA 30281
Phone: 770-474-8747; Fax: 770-474-4727
email: Eric.Watson@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/sh/>

Union Grove High - Mr. Rodney Bowler, Principal
120 East Lake Road, McDonough, GA 30252
Phone: 678-583-8502; Fax: 678-583-8850
email: Rodney.Bowler@henry.k12.ga.us
Website: <http://www.henry.k12.ga.us/ugh/>

Woodland High - , Principal
800 N. Moseley Road, Stockbridge, GA 30281
Phone: , Fax:
Email:
Website: <http://www.henry.k12.ga.us/whs/>

Henry Co. Evening Academy – Mr. Vanthony Smith, Principal
120 East Lake Road, McDonough, GA 30252
Phone: 678-583-8856; Fax: 678-583-8850
email: Vanthony.Smith@henry.k12.ga.us
Website:
http://www.henry.k12.ga.us/evening_academy.htm

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A special note to students:

You forfeit your chance for life at its fullest when you withhold your best effort in learning. When you give only the minimum to learning, you receive only the minimum in return. Even with your parents’ best examples and your teachers’ best efforts, in the end, it is your work that determines how much and how well you learn. When you work to your full capacity, you can hope to attain the knowledge and skills that will enable you to create your future and control your destiny. If you do not, you will have your future thrust upon you by others. Take hold of life, apply your gifts and talents, work with dedication and self-discipline. Have high expectations for yourself and convert every challenge into an opportunity.

A Nation at Risk

INTRODUCTION

Henry County Schools High School Advisement Guide is designed to provide comprehensive information for student planning. This guide may be used by students, counselors, administrators, teachers, and parents/guardians as students prepare for the following post-high school experiences:

- * College and University
- * Apprenticeship
- * Technical College
- * Military Service
- * Career Training School
- * Full Time Employment

Planning is essential for one's life choices to be rewarding. Since the high school years can provide the foundation and tools for building a future, students need definite goals in mind as they make choices. This guide outlines graduation requirements

specified by the Georgia Department of Education and Henry County Public Schools, describes the types of diplomas which may be earned, and provides information regarding high school curriculum choices and postsecondary planning. Parents/guardians and students are encouraged to use this information while working closely with school personnel to plan a four-year program and to develop postsecondary goals.

Long-range planning does not mean that choices are permanent. As future goals change and are refined, the high school program may be adjusted. It is important that students plan courses of study to leave open as many options as possible and allow the flexibility for change. A quality education is more important than ever in a highly competitive and technological society.

BEGINNING HIGH SCHOOL

Because of the importance of decisions made very early in the student's course of study to complete requirements for a high school diploma, students need to become thoroughly familiar with the high school curriculum and graduation requirements. The school counselor can help in mapping long-range plans for the entire four years as well as yearly scheduling.

PROGRAMS OF STUDY

The courses needed to complete the requirements for the Career/Technology Prep (TP) and/or the College Preparatory (CP) seals of endorsement are designated in the Program of study.

College Preparatory (CP) – A program of study requiring 22 units as specified by the Georgia Board of Education. This diploma contains the minimum high school curriculum required for admission to Georgia's public four-year colleges and most of Georgia's two-year colleges. In addition to other requirements outlined later in this guide, this diploma requires a student to complete four units of college preparatory-level mathematics and two units of a foreign language. On the high school diploma,

completion of this program is signified by a College Preparatory Seal of Endorsement.

College Preparatory with Distinction (CP+) - A program of study requiring 24 units as specified by the Georgia Board of Education and a cumulative grade point average of 3.0 or 80 numeric average in core courses (math, English, science, social studies, foreign language). Two elective units must be from the Academic Core and/or the Fine Arts Area. On the high school diploma, completion of this program is signified by a College Preparatory with Distinction Seal of Endorsement.

Career/Technology Preparatory (TP) – A program of study requiring 22 units as specified by the Georgia Board of Education. This diploma focuses on a career concentration that a student may continue after high school at a technical college or a two-year Georgia public college. This diploma requires three units of mathematics and four units of vocational courses, three of which must be from a single career concentration. On the high school diploma, completion of this program is signified by a Career/Technology Preparatory Seal of Endorsement.

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Career/Technology Preparatory with Distinction (CT+) – A program of study requiring 24 units as specified by the Georgia Board of Education and a cumulative grade point average of 3.0 or 80 numeric average in core courses (math, English, science, social studies, foreign language). One elective unit must be from the Academic Core and/or the Fine Arts Area. On the high school diploma, completion of this program is signified by a Career/Technology Preparatory with Distinction Seal of Endorsement. The Henry County Board of Education awards the following documents to students at the completion of the high school experience:

High School Diploma with Endorsement Seal (diploma type) – The documents awarded to students certifying that they have satisfied all graduation requirements and state assessment requirements as referenced in Rule 160-3-1-07 (Testing Programs – Student Assessment). When a student has satisfied the educational requirements for the Career/Technology Prep or College Preparatory Program(s), the diploma will be issued with the appropriate seal.

High School Diploma with Dual Endorsement Seal(s) – When a student has satisfied the educational requirements for both the Career/Technology Preparatory and the College Preparatory Program(s), the high school diploma will be issued with both seals. Graduates receiving a diploma with dual seals have taken career focus courses as well as required college preparatory coursework.

Special Education Diploma – This document is awarded to students with disabilities assigned to a Special Education program. Students who receive a Special Education Diploma have not met the state assessment requirements referenced in the Georgia Board of Education Rule 160-3-1-07, or have not completed all of the requirements for a high school diploma but have completed their Individualized Educational Program.

Certificate of Performance – This document is awarded to students who complete all the requirements for a diploma except for achieving a passing score on any portion of the Georgia High School Graduation Test. The certificate of performance does not qualify as a high school diploma and cannot be used for admission to college. It can be replaced by a high school diploma when all Georgia High School Graduation tests are passed.

Students who enroll in the ninth grade for the first time in the school year 2002-03 and thereafter must meet the requirements outlined in this document. To be eligible for graduation from a Henry County public high school, a student must satisfactorily meet all graduation requirements and earn a passing score on the required state assessments. Students who enroll for the first time in the 2002-03 school year and thereafter and withdraw for more than one year must meet graduation and state assessment requirements for the graduation class in which they re-enroll. Students who enroll from another state must meet Georgia graduation requirements and the Georgia assessment requirements for the graduation class they enter.

STUDENT ADVISEMENT PROGRAM

One of the primary goals of Henry County Schools is to prepare students for successful entry into the job market, the armed services, or into postsecondary schools. The Henry County Student Advisement Program is designed to assist students in developing the skills needed to make wise 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 selection, graduation requirements, and course offerings during both individual and group advisement sessions, the professional educator becomes the mentor to the student. The following procedures are utilized in Henry County Schools to facilitate this process:

- ? Rising ninth grade students and their parents/guardians are informed of (1) high school curricular options, (2) high school graduation requirements, and (3) the relationship of individual career objectives to the high school program.
- ? Annual advisement sessions are provided for the student and/or his or her parent(s)/guardian(s) in order to review progress and offer alternatives in meeting graduation requirements and career objectives 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.

NINTH GRADE TRANSITIONS PROGRAMS

The high school transitions programs are designed to provide added support for students as they move from middle school to ninth grade. Components of these programs include tutoring, parent/guardian communication, parent/guardian-teacher-student workshops, academic teaming of courses, and other on-going support mechanisms. Please contact the Transitions Program Coordinator at your school for more information.

SELECTING COURSES

One of the most important responsibilities a student has is choosing appropriate courses. Consideration should be given to prerequisites, teacher recommendations, and the need for remedial, comprehensive, or advanced programs. Counselors have a master list of all courses offered and can help students and parents/guardians with questions regarding course selection. High school course descriptions may be found in this guide beginning on page 39.

Students may take academic core classes in middle school as part of an accelerated program; however, the total units required for grades nine through twelve (9-12) must be met. These courses serve as a prerequisite for more advanced courses in the same area and successful level courses in academic core areas. Specific criteria are utilized in the selection of students for this program.

Students seeking the Career/Technology Preparatory Seal of Endorsement are strongly encouraged to use elective units as a fourth unit of mathematics depending upon the student's program of study and postsecondary education plans.

CHOOSING ELECTIVES

In addition to the required courses that must successfully be completed to graduate from high school, students may choose from a large number of electives to complete their education. It is recommended that students select elective courses that are related to their chosen career goals. Students may choose elective courses from areas of career interest and additional academic electives in mathematics, science, social studies, and foreign languages. To obtain the College Preparatory Seal of Distinction, students are required to take two elective units in the Academic Core and/or the Fine Arts area. To obtain the Career/Technology Preparatory Seal of

Distinction, students are required to take one elective unit in the Academic Core and/or the Fine Arts area in addition to the other academic course requirements for this seal.

Career/Technology Preparatory programs such as NJROTC, business and information technology, family and consumer science, technology education, agricultural education, healthcare science and technology, trade and industry, and marketing education should also be considered.

Students who wish to select electives emphasizing fine arts will find a variety available to them. Selections include band, orchestra, chorus, drawing, theater, and painting, as well as other music and art courses offered in individual schools. Because of possible scheduling conflicts, long-range planning is critical. Counselors in each high school are well-informed concerning graduation requirements and can show students how to schedule elective courses that will enhance preparation for college and future careers.

GRADE REPORTS

Semester grade reports are issued to students two times per school year at the end of the first and second semesters. The final semester grade report is mailed to the student's residence at the end of each school year. Six-week grade reports are distributed twice during each semester. All reports contain numerical grades and attendance. Credits toward graduation are recorded on the grade reports at the end of each semester. The minimum passing score for all courses is 70. The letter grade equivalents for numerical grades are as follows: 90 – 100 = A; 80 – 89 = B; 74 – 79 = C; 70 – 73 = D; Below 70 = F.

RANK IN CLASS, WEIGHTED AND NON-WEIGHTED NUMERICAL AVERAGES, AND GRADE POINT AVERAGE (GPA)

Rank in class is determined by the cumulative weighted numerical average (CWNA) 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).

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To obtain cumulative weighted numerical averages for each Honors course, five points are added to the numerical grade, and for each Advanced Placement course, ten points are added to the numerical grade. The core areas of mathematics, science, English, social studies and foreign language are calculated to determine the required 80 or 3.0 average for a College Prep Seal of Distinction (CP+) or Career/Technology Seal of Distinction (CT+).

END-OF-COURSE TESTS

The A+ Educational Reform Act of 2000, O.C.G.A. §20-2-281, mandates End-of-Course assessments in grades nine through twelve for core subjects. End-of-Course Test Scores are calculated as part of a student's final numeric grade in a course. The End-of-Course Test requirement is also applicable to courses taken on-line and through the dual, joint enrollment or ACCEL program.

Each End-of-Course Test is directly aligned with the standards in the Georgia Performance Standards or the Quality Core Curriculum (QCC), and will consist of multiple-choice test questions. The End-of-Course Tests will be administered near the end of the course sequence, and each End-of-Course Test will be calculated as 15% of the final grade.

The End-of-Course Testing is required in each of the following eight content areas:

Mathematics

? Algebra I

? Geometry

Social Studies

? United States History

? Economics

Science

? Biology

? Physical Science

English Language Arts

? Ninth Grade Literature and Composition

? Eleventh Grade - American Literature and Composition



GEORGIA HIGH SCHOOL GRADUATION TESTS (GHS GT)

Students take the Georgia High School Graduation Tests in their junior year. The Writing test is given in the fall and the four content area tests are given in the spring. The Georgia High School graduation tests are assessments that every student in Georgia must pass in order to earn a high school diploma. These tests cover the core curriculum that is taught in all Georgia high schools.

The Five Georgia High School Graduation Tests

? **Writing**

? **English/Language Arts**

? **Mathematics**

? **Social Studies**

? **Science**

The Georgia Department of Education publishes detailed Test Content Descriptions for each content area test. The Test Content Descriptions are available on the department's website at http://public.doe.k12.ga.us/ci_testing.aspx. A brief description of the content of each test appears below. The percentages of the tests assigned to domains are approximations and may vary slightly from one administration to the next.

ENGLISH LANGUAGE ARTS	
(Pass = 500)	(Pass Plus = 538)
(Proficient = 511)	
QCC Strands (re-testers)	
Reading/Literature	(48%)
Critical Thinking	(38%)
Writing, Usage, Grammar	(14%)
GPS/QCC Domains 1st Time Takers	
Reading Comprehension	(48%)
Literacy Analysis	(38%)
Conventions and Writing	(14%)
MATHEMATICS	
(Pass = 500)	(Pass Plus = 535)
(Proficient = 516)	(Advanced = 525)
QCC Strands(all examinees)	
Number and Computation	(18%)
Data Analysis	(20%)
Measurement and Geometry	(33%)
Algebra	(29%)
SOCIAL STUDIES	
(Pass = 500)	(Pass Plus = 526)
QCC Strands (all examinees)	
World Studies	(19%)
U.S. History to 1865	(19%)
U.S. History science 1865	(19%)
Citizenship/Government	(13%)
Map Interpretations Skills	(15%)
Information Processing Skills	((15%)
SCIENCE	
(Pass = 500)	(Pass Plus = 531)
QCC Strands (re-testers)	
Process Research	(31%)
Physical Science	(34%)
Biology	(35%)

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GPS/QCC Domains 1 st time takers	
Cells and Heredity	(25%)
Ecology	(17%)
Structure and Property of Matter	(16%)
Energy Transformation	(16%)
Forces, Waves, and Electricity	(16%)
Characteristics of Science	(Integrated into all domains.)

ENTRANCE TESTS FOR COLLEGES AND UNIVERSITIES

ACT - The ACT is a national college admission and placement examination. The ACT Assessment contains four curriculum-based tests that measure 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 fact, the ACT is accepted and preferred by more private colleges and public universities than any other entrance exam. 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. Contact your high school counselor for test dates, locations, and study materials to learn more about ACT test content and questions.

The writing portion of the ACT is optional, but 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. More information is available at the ACT Assessment website at www.act.org.

SAT - Originally, SAT was an acronym for Scholastic Aptitude Test. In 1993, the test was renamed the SAT I: Reasoning Test. Starting in March 2005, students began taking the first administrations of the New SAT. The New SAT includes sections on critical reading, mathematics through third-year college preparatory math (through Algebra II) and students are asked to write a 25-minute essay that requires them to take a position on an issue and use examples to support their position.

The SAT helps colleges make admissions and placement decisions. Scores on each section range from 200-800 points, with 2400 being a perfect score on the New SAT, which includes the writing test score.

The SAT reasoning and subject area tests consist of more than 20 subject tests, or achievement tests designed to measure subject-area knowledge. Some colleges and universities require one or more portions of the SAT II subject area tests. Students should contact the college or university they plan to attend to determine college admission exam requirements. More information on the SAT is available at the College Board website at www.collegeboard.com.

Contact your high school counselor for ACT and SAT test dates, test sites, and study materials.

PREPARING FOR COLLEGE ENTRANCE EXAMS: PSAT, PLAN, AND PREPARATION COURSES

The best preparation for college entrance exams, and for college, is to take challenging courses with a strong academic curriculum. Students should write and read often and should look up and learn words they do not know. Students should stretch their thinking by reading a wide variety of challenging writing – fiction, nonfiction, news articles, and informational magazines. The more a student reads the better prepared he or she will be for college and for the world of work.

Students in Henry County may take a full-length SAT preparation course on-line at no cost to the student. This opportunity is an extensive and thorough program to help students assess their strengths, learn test taking strategies, review content and take practice tests. This kind of careful effort can help students to test well and reduce anxiety related to taking an important test. It is essential in assuring a high score on this college entrance exam.

Students may access this program at: www.collegeboard.com/satonlinecourseschool. Once at the website, locate in the box labeled “students,” then select “register now.” Enter the school code for the high school the student attends (this can be obtained in the counseling office). Then create a new account with an original user name and password. Practice on the SAT can help to increase a student's score and may prevent the need to take the exam a second time.

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Like all tests, students must study and prepare to achieve high scores on college entrance exams. Practice opportunities and preparation courses are offered at each high school. Many classes begin each day with SAT/ACT practice questions. Students may take practice college entrance tests on their own time and score these at home. Also, there are many college entrance exam practice opportunities available on-line. Students may visit the ACT website at www.act.org and the College Board website at www.collegeboard.com for more information on college entrance exam practice opportunities on-line.

The Preliminary Scholastic Aptitude Test (PSAT/NMSQT) and Preliminary ACT Exam (PLAN) provide students with opportunities to take practice college entrance exams during the high school day. The PSAT and PLAN are offered at no cost to each tenth grade student. Freshmen and juniors may take the PSAT and PLAN at a nominal cost. For juniors, the PSAT/NMSQT is the qualifying examination for the National Merit Scholarship.

Results from the PSAT and PLAN should be used by students, parents/guardians, teachers, counselors, and other school personnel to help the student identify areas of needed improvement, to make decisions about course selections such as Advanced Placement courses, to determine which college entrance exams to take in the future, and to identify possible college choices. Henry County high schools personnel conduct useful test taking and score interpretation programs in conjunction with the annual administration of the PSAT and PLAN.

ENTRANCE ASSESSMENTS FOR TECHNICAL COLLEGES AND CAREER SCHOOLS

ASSET - The ASSET is a series of short placement tests developed by American College Testing, Inc. and is commonly used for technical college or school admission. The scores on the ASSET help admissions counselors identify a student's strengths as well as the knowledge and skills s/he will need in order to succeed in specific program areas. The ASSET has three tests of basic skills in writing, reading, and numerical reasoning, plus more advanced tests in algebra and geometry. The ASSET scores are used to determine if a student has the knowledge and skills to be successful in a particular certificate, diploma, or associate degree program at a technical college or school.

COMPASS – The COMPASS test is the computerized version of the ASSET. It also has three tests of basic skills in writing, reading, and numerical reasoning, plus more advanced tests in algebra and geometry. The COMPASS test delivers fast and efficient scores to determine placement for a student applying to a technical college or school.

The Assett and Compass tests are given at the post-secondary school, not at the high school.

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 for all eleventh grade students at most high schools. Students can contact their guidance office for dates when the ASVAB will be offered at their high school.

REQUIREMENTS FOR PROMOTION (GRADE PLACEMENT)

Specific guidelines for promotion (grade placement) are listed below.

8th grade to 9th grade: Meet 8th grade promotion requirements to be assigned to 9th grade.

9th grade to 10th grade: Earn 4 units of credit

10th grade to 11th grade: Earn 10 units of credit

11th grade to 12th grade: Earn 16 units of credit

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 and passing scores on all required sections of the Georgia High School Graduation Tests.

EXTRACURRICULAR ACTIVITIES AND ELIGIBILITY

A well-rounded student is one who has a variety of interests, including academic, social, recreational, and community service. Henry 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 academic, when they make selections. Students participating in extracurricular activities, including interscholastic activities, must meet the following athletic eligibility requirements as identified in **No Pass, No Participate and the Georgia High School Athletic Association Constitution and By Laws**:

1. Pass five courses in the semester preceding participation
2. Be “on-track” for graduation (see Requirements for Promotion)
3. Beginning second-year students must have earned at least 4 units
4. Beginning third-year students must have earned at least 10 units.
5. Beginning fourth-year students must have earned at least 16 units.

SPORTS

Baseball	Football	Tennis
Wrestling	Basketball	Softball
Cross Country	Cheerleading	Volleyball
Golf	Track	Soccer
Riflery		

CLUBS AND ORGANIZATIONS

Clubs and organizations vary from school to school, based on student interest. The following is a partial listing of those available:

Academic Club	Student Council
Art Club	Science Club
Beta Club	Spanish Club
Chess Club	Drill Team
Y-Club	NJROTC Color Guard
Key Club	NJROTC Saber Team
Drama Club	NJROTC Drill Team
French Club	AFJROTC Color Guard
Junior Civitan	AFJROTC Saber Team
Rotary	AFJROTC Drill Team
Math Club	Flag Corps
National Honor Society	Drama Club
Debate Team	Thespian Society
Yearbook Staff	
Newspaper Staff	

Future Business Leaders of America	FBLA
Technology Student Association	TSA
Distributive Education Clubs of America	DECA
Skills USA	VICA
Vocational Opportunities Clubs of America.....	VOCA
Family, Career, and Community Leaders of America.....	FCCLA
National FFA Organization	FFA
Future Educators of American	FEA
Health Occupations Student Association	HOSA



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EARNING CREDITS

The secondary schools of Henry County operate on the semester system, providing for two semesters of ninety days each during the school year. Credit for courses is in units. A semester course that meets five hours per week carries ½ unit credit. Two procedures are used by Henry County Schools for awarding units of credit or increments of units of credit.

Course Credit - units are awarded for courses of study based on a minimum of 150 clock hours of instruction provided by the school. (Semester programs offer a minimum of 75 clock hours of instruction for one-half unit).

Credit for Planned Off-Campus Experiences – units may be awarded for planned off-campus experiences that are part of an approved apprenticeship/internship program, an approved dual, joint enrollment program, or ACCEL program, Georgia E-Learning, Summer School, or Evening Academy.

Students who have questions about transfer credits or credit for middle school coursework should contact their school counselor for more information.

EARNING CREDIT THROUGH OFF-CAMPUS EXPERIENCES

YOUTH APPRENTICESHIP/ INTERNSHIP

Cooperative Education and Youth Apprenticeship Programs are an extension of classroom instruction that enable students to apply skills learned in academic and technical classes to the workplace. School-based activities and work-based activities are planned and supervised by the school and selected employers to ensure the continuity of academic and technical skill training. Application of these skills is enhanced through the implementation of specific training agreements based on industry-validated skill standards. These programs are open to students in grades 11-12 through an application process.

SUMMER SCHOOL

Henry County Schools offer a full session summer program every year. Courses failed during the regular school year may be made up at this time. Also, students may use the summer session to take supplemental courses and for new course work. Students must pay tuition for all Summer School course work. To prepare for Summer School, students must complete a registration form with their school counselor.

EVENING ACADEMY

The mission of the Henry County Schools Evening Academy is to provide support for students by offering an additional educational opportunity. Make-up courses and new course work may be provided based on authorization from the student's regular school. Tuition must be paid for make-up and new course credit for part-time Evening Academy students. Full-time Evening Academy students attend evening classes with no tuition costs. Full time Evening Academy students are those students who attend Evening Academy full-time and do not attend regular high school programs.

Students may take courses for new credit in both Summer School and Evening Academy; however, regular high school students may not take any level of algebra or foreign language for new course credit in Summer School or in Evening Academy.

ALTERNATIVE SCHOOL

Henry County Schools has an alternative education program at Patrick Henry High School located at 109 Lee Street in Stockbridge. Students who have disciplinary infractions that result in long-term suspension or expulsion may have the opportunity to apply to attend the alternative school. Based on space available, high school students may choose to attend Patrick Henry to enhance their academic success. The smaller class sizes, smaller school environment, and self-paced learning allow students to achieve academic success in an alternative setting.

DUAL AND JOINT ENROLLMENT PROGRAMS

Legislation passed by the Georgia General Assembly enables eligible public school students who are at least sixteen years old or who are classified as a junior or a senior to take approved courses at Georgia public colleges, universities, or technical institutions. The student must be accepted by an eligible institution and courses must have been approved by his/her high school counselor. Students who successfully complete classes through this plan earn both postsecondary credit hours and high school unit credit.

The ACCEL Program is a lottery-funded program administered by the Georgia Student Finance Commission (GSFC) that under specific rules allows eligible juniors and seniors to take certain courses at postsecondary institutions that count for graduation credit and postsecondary credit. The ACCEL program is funded through HOPE Scholarships and HOPE grants.

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It is the responsibility of the student who desires to participate in the ACCEL Program to apply for admission to the eligible postsecondary institution and to abide by all policies and procedures of the admitting institution. The ACCEL Program student is responsible for securing information about high school activities such as ordering class rings, invitations, caps and gowns, yearbooks, and graduation ceremonies. The student is responsible for providing the home high school with evidence of successful completion of postsecondary course work. The End-of-Course Test requirement is also applicable to courses taken on-line and through the dual enrollment, joint enrollment, or ACCEL programs. Participation in dual enrollment, joint enrollment, or ACCEL Program does not excuse the student from meeting mandated assessment requirements such as the Georgia High School Graduation Tests. Before enrolling in any course, students interested in dual enrollment, joint enrollment, or the ACCEL Program must contact the school counseling office for current information on eligible institutions, contact information, approved courses, and transferable credit.

Courses taken through the dual enrollment, joint enrollment, or ACCEL Program during high school will deduct from students' HOPE eligibility. Starting in fall 2004, there were changes in HOPE award hours for ACCEL. Under the old Postsecondary Options plan, students in the program could take an unlimited number of courses paid for by state funds. After graduating from high school, Postsecondary Options students could take an additional 127-semester or 190-quarter hours paid for by the HOPE scholarship. With the new Accel program, college degree-level hours that are attempted will not be part of the total 127-semester/190-quarter attempted-hours limit for HOPE, but will be part of the combined-paid-hours limit for HOPE. For example, if a student attempts 12 college degree-level hours in high school (or roughly four college courses), 12 hours are deducted from the 127-semester/190-quarter hours paid for by the HOPE Scholarship program toward a college degree. This means that after high school graduation, instead of HOPE paying for 127 semester hours in college, this student will have 115 semester hours paid for by HOPE. Students interested in the dual, joint enrollment, or ACCEL Program should contact their school counselor or the Georgia Student Finance Authority for more details on the ACCEL Program and HOPE funding.

Prior to enrollment, each student participating in dual, joint enrollment, or the ACCEL Program and his/her parent(s)/guardian(s) must sign a document at the high school, stating they have a clear understanding of the student's responsibilities and possible consequences to the student's plans for completing requirements for a high school diploma, to the student's rank in class, and to the student's participation in extra curricular activities. If the student fails to enroll in the postsecondary institution as planned, withdraws from the postsecondary institution, or drops a course at the postsecondary institution, then s/he will not be allowed to replace or rejoin the course or courses at the high school until the beginning of the next semester.

The Early College and Gateway to College Programs are jointly operated by the State Board of Education and the Board of Regents. The Early College and Gateway to College Programs allow identified students to participate in a joint enrollment program prior to the 11th grade.

Please contact your School Counselor if you would like to receive more information about these early admission programs. You may also want to visit the Georgia Student Finance Commission website at www.GAcollege411.org.

CRITERIA FOR DUAL AND JOINT ENROLLMENT, ACCEL PROGRAM AND EARLY ADMISSION

The University system of Georgia recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of two organized programs: (1) a joint enrollment program in which the student, while continuing his/her enrollment in high school, enrolls in courses for college or technical school credit and (2) an early admission program in which the student enrolls as a full-time college student following the completion of the junior year in high school.

Please note that University System Institutions may have higher or more restrictive standards for admission.

OPPORTUNITIES FOR EXCELLENCE

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 required 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 the 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 Henry County Schools. These points are NOT used in the calculation of the HOPE scholarship and are not used by many colleges. These institutions add their own uniform point values for Advanced Placement courses. For more information on the Advanced Placement courses, see the course descriptions section.

HONORS CLASSES

Students may take Honors level classes in English, mathematics, science, social studies and foreign languages. Honors courses are rigorous and challenging courses that prepare students for advanced coursework, such as AP classes. Grades for Honors courses receive five additional numerical points at each grading period.

Honors and Advanced Placement (AP) classes require more critical reading, analytical writing, and cover topics in greater depth than other courses. 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 Social Studies Fair projects. Placement in Honors and AP classes will be for the entire year. 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.

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 or after school. Students taking AP courses will be required to take the AP exam for each AP course.

GOVERNOR'S HONORS PROGRAM

The Governor's Honors Program (GHP) is a six-week 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. GHP participants acquire the skills, knowledge, and attitudes to grow as independent, life-long 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 in which their abilities, aptitudes, and interest lie. Major instructional areas include communicative arts (English), foreign languages, mathematics, science, social studies, visual art, theater, music, dance, technology education, design, executive management, and agriculture education. Instruction is also provided in four support areas—technology, counseling, library/media, and physical fitness. Often, when applying to colleges and universities, students who have completed the Governor's Honors Program are provided special consideration for acceptance.

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VALEDICTORIAN, SALUTATORIAN, HONOR GRADUATES, AND “A” AVERAGE RECOGNITION

To be eligible for selection as valedictorian or salutarian in Henry County Schools, students must have been enrolled in this system for the four semesters immediately preceding graduation. All units of credits earned prior to enrollment must have been earned from a state and regionally accredited school. The valedictorian, salutarian, and honor graduates will be determined by using the cumulative weighted numerical average at the end of the fifth term of the senior year. “A” average graduates must have at least a 90.00 cumulative weighted numerical average.

HOPE SCHOLARSHIP/GRANT PROGRAM

The HOPE Scholarship/Grant Program is funded by the Georgia Lottery for Education. Since 1993 HOPE has awarded scholarships and grants to thousands of students attending eligible public colleges, universities, and public technical institutes in Georgia. At public colleges and universities, and at public technical institutes, the HOPE Scholarship /Grant covers tuition and other mandatory fees.

The HOPE scholarship includes tuition at approved Georgia public colleges. Mandatory fees and a book allowance for up to \$300 per academic year are included as well. Beginning with the class of 2007, freshmen entering college must have graduated from a Georgia high school with a 3.0 cumulative grade point average on a 4.0 scale for core curriculum, meeting the college preparatory requirements, and a 3.2 average meeting the career/technical requirements. Students must maintain a 3.0 GPA to keep the HOPE scholarship while in college.

The HOPE Grant covers tuition, mandatory fees and a book allowance of up to \$300 per academic year. The HOPE Grant is available to students attending Georgia public technical colleges and seeking a certificate or diploma program. No high school GPA is required to receive this grant. A student may attend the technical program either full or part-time and must maintain successful progress to keep the HOPE Grant.

The following is a list of requirements for eligibility to receive HOPE:

1. You must be a U.S. citizen or permanent resident alien.
2. You must be a legal Georgia resident, which in most cases means that you must have lived in Georgia for at least 12 consecutive months at the time you graduate from high school. Dependent children of military personnel stationed in Georgia are eligible if they graduate from a Georgia high school.
3. You must attend one of the 102 approved colleges, universities, or technical institutes in Georgia to be eligible for HOPE. **Out-of-state schools are not eligible.**
4. If you decide to attend a public postsecondary school in a degree program, you must have certain grades to be eligible.

Additional information is available from your counseling office and through:

Georgia Student Finance Commission
2082 East Exchange Place
Tucker, Georgia 30084
(770) 724-9030 or 1-800-776-6878
FAX (770) 414-3144
Web address: www.gsfc.org/hope



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PLANNING YOUR FUTURE AFTER HIGH SCHOOL

FRESHMAN YEAR



Plan your course selection to meet the College Preparatory Seal requirements and to include classes that may help you narrow your career decision.



The following plan of study is required of students who plan to enroll in a public junior college, senior college, or university programs leading to the baccalaureate degree. This plan will also prepare students to attend most technical programs and vocational schools. The courses outlined represent the minimum academic standards for regular admission as set forth by the Board of Regents. **EACH INSTITUTION HAS THE AUTHORITY TO ESTABLISH HIGHER STANDARDS THAN THOSE LISTED.**

English: 4 units including ½ unit of American Literature

Mathematics: 4 units including as a minimum: 1 unit of Algebra I, 1 unit of Geometry, 1 unit of Algebra II, and 1 additional unit of College Preparatory or advanced Mathematics

Science: 3 units including 1 unit of a Physical Science, 1 unit of a Life Science and 1 additional lab unit (Note: Physical Science includes physics, chemistry, and physical science; life science includes biology, environmental science, and anatomy & physiology.)

Social Studies: 3 units including 1 unit of World History, 1 unit of US History, ½ unit of Economics. ½ unit of Government

Foreign Language: 2 units in one Foreign Language (may not be required by Technical Colleges and Vocational Schools)



Meet with your counselor to plan required class placement if you are considering entering college either full or part-time after your junior year (early admissions or joint enrollment)



Discuss types of programs available after high school (college, technical school, military or work) with counselors, teachers, parents/guardians, and friends.



Your freshman grades do count in college acceptance.



Sign up for PSAT and/or PLAN if recommended by your counselor.



Take courses in summer school that you did not pass during the school year.

SOPHOMORE YEAR



Take the PSAT and PLAN.



Check out summer enrichment programs and Governor's Honors Programs.



Begin school campus visits now. Call the school's or college's admissions office for an appointment. Request and read the catalog before visiting.



Work to make the best grades you can. If you need help with study skills, ask your teachers or counselor.



Take courses in summer school that you did not pass during the school year.

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JUNIOR YEAR



Check with your counselor to make sure your schedule fits your future plans. Continue investigating careers and education for after high school. Observe and interview people in career fields you like most.



Check with your counselor's office about where and when the PROBE FAIR will be in your area. Don't miss it! Browse through the entire fair. Stop by each display in which you have an interest. This is an exploring time... study new possibilities... don't rule out any options. Don't hesitate to complete interest cards so that more information will be sent to you.



Take a career assessment survey to find out what kinds of careers might suit you. See your counselor for help with this.



If you plan to go to college, sign up with your counselor to take the Preliminary Scholastic Aptitude Test (PSAT) or the Preliminary American College Test (PLAN). The PSAT also serves as the National Merit Scholarship Qualifying Test. Even if you took these tests as a sophomore, plan to take them again. The PSAT taken this year may qualify a student for the National Merit Scholarship or other scholarships. Explore test-taking techniques and scoring policies with your counselor. Do not hesitate to check the box that allows your name and address to be shared with colleges in which you have an interest.

If you are planning to attend a technical or vocation college or school, meet with your counselor to identify admissions requirements for the school you plan to attend.



Grade point averages are not only important for school and college admissions, but also for job placement, scholarship consideration, and military academic appointments.



Start a file to keep your material together or chart your findings for easy reference. Include in that file brochures, pamphlets, letters, and catalogs from various colleges, schools, and organizations. Then compare and contrast similarities and differences in curriculum cost, admissions requirements, and financial aid opportunities among those institutions. Explore opportunities for early admission and joint enrollment. Write for additional information if needed.



Most colleges require either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) for admission. Be sure to take the right test for the colleges, schools, and scholarship programs in which you are interested. Full information on the tests is available in the test application packet. Obtain the packet from your counselor's office or the testing website. Many students find that it is advisable to take these types of tests more than once, preferably beginning in the junior year.



Investigate military opportunities



Take the ASVAB.



The financial aid application process can be confusing; therefore, explore early the strategies for financing your educational plans. Achievement or special talents in many areas (athletics, drama, music, etc.) may qualify you for scholarships or financial aid. Look at the federal and state programs, college-based programs, resources in your community and church, and possibilities through your parent's or guardian's employer(s).



Check graduation requirements to be sure you are taking the courses for the schools or jobs in which you are interested. Remember the possibilities for Advanced Placement and College Level Examination Program (CLEP). Determine the availability of joint enrollment, other college bonus programs, and job/classroom experiences. Take a spring college entrance exam, as many college joint enrollment programs require a junior year SAT or ACT score.

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SENIOR YEAR



Reduce your list of options for after-graduation to a manageable size.



Examine the catalogs from the schools of your choice to learn how to receive credit or exemption from classes in which you may already excel. The following are some of the methods for this advanced placement and/or credit: College Board Achievement Test (ACH), College Board Advanced Placement Tests (AP), College Level Examination Program (CLEP), Institutional Placement or Orientation Tests.



Do not consider enrolling at a school or college which you haven't seen firsthand. Visit classes, talk with students, try the food, and see a residence hall. Admissions offices generally are open five days a week and frequently offer daily tours. Most offices require appointments for tours and interviews. Check the literature for appropriate telephone numbers and directions. Some campuses offer overnight accommodations. Talk with your counselor before visiting colleges to learn of graduates from your high school who are now attending the colleges of your choice. Phone some of these students or their parents/guardians to ask if you may have their help in guiding you around the college campus.

When visiting college campuses during the school day, make arrangements with your high school attendance office in advance and bring back appropriate documentation of your college visit so your absence from school will be excused.



As college, vocational school, and career representatives visit your high school, feel free to discuss the opportunities their programs offer.



Check with your counselor's office to learn where and when PROBE will be in your area. Take your parents/guardians with you to the PROBE FAIR. Stop by the exhibits of the schools and colleges to which you are about to apply and any which interest you. Talk with the representative about specifics – costs, programs, financial aid, application process, and student life.



Complete Military/ROTC applications, if applicable.



Send in application forms and institutional financial aid applications early to your selected colleges and schools. Now is also the time to submit job applications. Make sure to read all application instructions. Do not forget to enclose appropriate fees, if applicable. Send applications, recommendations, and transcripts to the colleges to which you wish to apply.



Attend Financial Aid Workshops if available. Complete Federal, State, and school/college financial aid forms...also complete a needs analysis (FAFSA). Check all deadlines...do not let them slip by.



Check progress with your counselor.



Do not forget to plan for spring campus visits to get last minute or updated information.



Make your final school/college/work choice. The work that you have done over the past four years should allow you to make a wise decision.



Notify the colleges or schools you are planning to attend. Notify those colleges or schools where you were accepted but will not attend. Send in required deposits to the college you choose to attend if you have not already done so.



Take Advanced Placement (AP) or College Level Examination Program (CLEP) if appropriate for your postsecondary plans.



Order a final transcript from your counselor and send it to the school/college/employer of your choice.

Choosing Higher Options in Careers and Education is a program offered by the Georgia Education Articulation Committee, 114 Academic Building, University of Georgia, Athens, GA 30602

GEAC also sponsors PROBE FAIRS.

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DEVELOPING YOUR EDUCATIONAL PLAN

Students should develop a personal education plan to identify the required and elective courses that will be taken while in high school. Having a planned program of study and reviewing the plan on an annual basis will help students be certain that all graduation requirements are met and that their high school program of study supports their post-high school education and career goals. Students and parents/guardians are encouraged to schedule an appointment with the student’s guidance counselor to develop or review the personal education plan each year. As students’ interests and plans change during the high school years, the educational plan may require some adjustment. Before developing the educational plan, there are some important points students must seriously consider:

- ? What careers are related to your interests and abilities? What are your personal and intellectual strengths and your weaknesses?
- ? What things do you value most in life? Challenge? Creativity? Helping others? Income? Independence? Outdoor work? Prestige? Public contact? Security? Variety? Working in a group? Physical activity?
- ? What kind of life do you want to live? How do you plan to support yourself? What is your job or career goal for the next five to ten years? What are your life-long goals?
- ? What kind of career training are you planning for after high school, college, technical school, specialty school, or on-the-job training?

It should be noted that for all diplomas, it is possible to earn a maximum of 24 units if a student takes and passes a full course load each school year. This provides a student the opportunity to choose from a variety of electives. To obtain the college preparatory seal of endorsement, certain courses are specified and a foreign language is required. Students have several units from which to choose electives in their areas of interest.

To obtain the Career/Technology Preparatory Seal of Endorsement, students must earn at least four vocational units, three of which must be concentrated in one of the occupational cluster areas listed below:

- ? Agricultural Science
- ? Business and Information Management
- ? Health and Human Services
- ? Military Science
- ? Technical and Engineering

In considering these issues, students should discuss ideas and concerns with parents/guardians, teachers, friends, counselors, and anyone else who is involved in supporting the student’s success. Although it is primarily the student’s responsibility, the development of the educational plan cannot be

accomplished effectively without the assistance of these people.

Who Can Help Students Choose The Program of Studies?

Parents/guardians know the student’s interests, likes, dislikes, and strengths better than anyone else. They also can tell the student about things they have learned from their own education and work that can help the student make wise decisions.

Students may also get many ideas from teachers and guidance counselors about high school programs. They know the work students have done in their subjects and will be able to make suggestions about a program of study. The advice of your teachers, counselor, and principal can be very useful when making course selection decisions.

In each middle school and high school, classroom guidance sessions are presented to provide information about college and career choices. A wide variety of materials are available to assist students in the career decision-making process. Career interest inventories such as the ASVAB are administered to assist students in examining the entire range of occupational possibilities. In addition, each middle school and high school provides career information systems for student and parent/guardian use.



Career Cruising

Career Cruising is an internet website that has been designed to help students plan their future. With exceptional assessment tools, detailed occupation profiles, and comprehensive post-secondary education information, students move seamlessly through the career exploration and planning process.

The Portfolio tool helps students translate their career and education exploration into concrete plans for success. At the same time, career advisors and teachers have access to real-time information and statistics needed to track students' progress and achievement.

Please sign onto the Career Cruising website at www.careercruising.com using the username and password of the school you work for or attend (see chart below). All students and staff at each school can use their corresponding access information to login to Career Cruising from school or from home.

<u>High School</u>	<u>Username</u>	<u>Password</u>
Dutchtown	dhs	bulldogs
Eagle's Landing	elhs	eagles
Henry County	hchs	warhawks
Luella	lhs	lions
Ola	ohs	mustangs
Patrick Henry (Alternative)	phhs	careers
Stockbridge	shs	tigers
Union Grove	ughs	wolverines

Planning for a college education is about to get a whole lot easier!

www.GAcollge411.org is an excellent website that helps students and parents research careers, choose a college, prepare for the SAT and ACT, apply for college and learn about financial assistance for post-secondary education.

GAcollge411.org features:

My411

Students have the opportunity to set up an individual account where information gathered from the website can be saved.

Career Info

Information about careers and career self-assessment tools to help a student find direction in choosing post-secondary opportunities.

College Planner

Students can record a college search, prepare for the SAT or the ACT, and record high school courses taken.

GA Colleges

Students can compare programs, costs and other specifics of Georgia's public and private post-secondary institutions.

Applications and Transcripts

Students and schools can transmit records electronically. Students can submit on-line college applications and apply for financial aid.

Paying for College

Students can investigate many types of scholarships and other resources in an effort to pay for college.

GA College Savings Plan

Parents and grandparents learn all the facts about Georgia's 529 college savings plan.

Test Prep

Test Prep allows students to take free on-line test preparation for both the SAT and the ACT.

GAcollge411.org

For more information, contact:

Kris Biesinger or Vince Rizzi

Georgia Student Finance Commission

770-724-9000

KrisB@gsfc.org or vincentr@gsfc.org

CAREERS

Arts and Humanities

Actor / actress	Data processing	Judge	Radio / TV announcer
Advertising	Desktop publishing	Law Enforcement	Secretary
Anthropologist	Editor	Lawyer	Singer
Artist	Fashion Designer	Media-Specialist	Teacher
Cartoonist	Fashion Model	Musician	Word processor
Civil administrator	Interpreter	Photographer	Writer
Composer		Journalist	Public relations

Business and Marketing and Information Management

Accounting	Desktop publishing	Medical secretary	Secretary
Advertising	Dispatcher	Paralegal secretary	Shipping
Appraiser	Editor	Photographer	Teacher
Banker	Employment interviewer	Professional officer	Teller
Business Manager/owner	Public relations	Real estate broke	Travel Agent
Clerical	Purchasing agent	Receptionist	Wholesaler
Computer programmer	Hospital administrator	Retailer	Word processor
Credit analyst	Information clerk	Sales	
Credit manager	Insurance		
Data processing	Legal secretary		

Health, Medical, and Human Services

Archeologist	Doctor	Medical Specialist	Psychiatric tech
Athletic trainer	Emergency medical tech	Medical assistant	Psychologist
Barber	Environmentalist	Medical records tech	Radiology tech
Child care	Health care manage	Minister	Recreation director
Civil administration	Home health aide	Nurse LPN / RN	Respiratory therapist
Coach	Housekeeper	Occupational therapist	Restaurant careers
Cosmetologist	Judge	Optician	Sociologist
Counselor	Lab technician	Paralegal assistant	Sports trainer
Dental assistant	Laundry worker	Physical therapist	Teacher
Dental hygienist	Lawyer	Public service work	Therapist
Dentist	Law Enforcement/Security		

Technology and Engineering

Environmental and Agricultural Science

Actuary	Computer programmer	Forester	Pest controller
Agronomist	Computer system analyst	Foundry worker	Plumber
Architect	Computer technician	Glazer	Printer
Assayer	Draftsman	Machinist	Surveyor
Astronomer	Duplicating machine operator	Marine biologist	Teacher
Biochemist	Ecologist	Mason	Technical writer
Biologist	Electrician	Mechanic	Technician
Botanist	Electronics technician	Meteorologist	Truck driver
Carpenter	Engineer	Oceanographer	Waste treatment
Chemist	Environmentalist	Park ranger	Zoologist
Computer Engineer	Farmer		

IT'S YOUR FUTURE – POSTSECONDARY EDUCATION

Often employees are paid more and opportunities for promotion are based upon 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 work force. In general, postsecondary schools can be divided into two major categories: vocational/career/technology training schools and colleges/universities.

Vocational Training Schools

Vocational training schools 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.

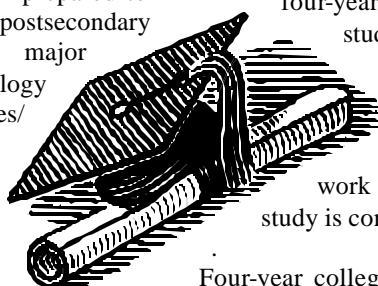
Colleges and Universities

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 work force 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. There are colleges that specialize in a certain area of study, such as music.

Public colleges and universities are subsidized by the states in which they are located and are generally less expensive than private colleges. However, the cheapest rates go to residents of the state in which the college is located. Non-resident students usually pay much higher 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. You may want to visit these websites for more information:

www.fastweb.com; www.Wiredscholar.com;
www.BestCollegePicks.com;
www.ncaaclearinghouse.net.



Georgia’s Public and Private Colleges and Universities

Category	SCHOOLS IN THIS CATEGORY		General Standards For Regular Freshman Admissions
Research Universities	Georgia Tech Georgia State Emory University	University of Georgia Medical College of Georgia Agnes Scott College	? Students should have 16 required college preparatory unit credits. ? An SAT score between 1830 – 2070 or an ACT score between 27-31.
Regional Universities	Georgia Southern Berry College Georgia Southern Oglethorpe University Oxford College of Emory Atlanta Medical Center School of Radiological Technology Georgia Baptist College of Nursing Savannah College of Arts & Design	Valdosta State Mercer University Morehouse College Spellman College Valdosta State Atlanta Medical Center School of Radiological Technology	? Students should have 16 required college preparatory unit credits ? An SAT score between 1545 – 1830 or an ACT score between 22-27.
State Universities	Albany State Armstrong Atlantic Augusta State Clayton State Columbus State Fort Valley State Georgia College Georgia Gwinnett College Young Harris College Reinhardt College Atlanta Institute of Art & Design Atlanta School of Biblical Studies	Georgia Southwestern Kennesaw State North Georgia Savannah State Southern Tech West Georgia Atlanta Christian College Atlanta College of Art Piedmont College Shorter College	? Students should have 16 required college preparatory unit credits. ? An SAT score between 1425-1605 or an ACT score between 20-23.
State Colleges	Andrew College Atlanta Technical Institute Bauder College Darton State College	DeVry University Macon State College Paine College Truett-McConnell College	? Students should have 16 required college preparatory unit credits. ? An SAT score between 1305-1485 or an ACT score between 18-21.
Two-Year Colleges	Abraham Baldwin Atlanta Metropolitan Bainbridge College Coastal Georgia Dalton College Darton College East Georgia Floyd College	Gainesville College Gordon College Middle Georgia Macon College South Georgia Perimeter College Waycross College	? Admission requirements at two-year colleges vary. Check with individual schools for more information.

Georgia Technical Schools and College

Albany Technical College

1704 South Slappey Blvd.
Albany, GA 31701-2648
www.albanytech.edu

Altamaha Technical College

1777 West Cherry Street
Jesup, Georgia 31545
www.altamahatech.edu

Appalachian Technical College

100 Campus Drive
Jasper, GA 30143
www.appalachiantech.edu

Athens Technical College

800 U.S. Hwy. 29 N
Athens, GA 30601-1500
www.athenstech.edu

Atlanta Technical College

1560 Metropolitan Pkwy. SW
Atlanta, GA 30310
www.atlantatech.edu

Augusta Technical College

3200 Augusta Tech Drive
Augusta, GA 30906
www.augustatech.edu

Central Georgia Technical College

3300 Macon Tech Drive
Macon, GA 31206
www.centralgatech.edu

Chattahoochee Technical College

980 S. Cobb Drive
Marietta, GA 30060
www.chattcollege.com

Columbus Technical College

928 Manchester Expressway
Columbus, GA 31904-6572
www.columbustech.edu

Coosa Valley Technical College

One Maurice Culberson Drive
Rome, GA 30161-6757
www.coosavalleytech.edu

DeKalb Technical College

495 North Indian Creek Road
Clarkston, GA 30021
www.dekalbtech.edu

East Central Technical College

667 Perry House Road
Fitzgerald, GA 31750
www.eastcentraltech.edu

Flint River Technical College

1533 U.S. Highway 19 South
Thomaston, GA 30286
www.flintrivertech.edu

Georgia Aviation Technical College

71 Airport Road
Eastman, GA 31023
www.gaaviationtech.edu

Georgia Gwinnett College

1000 University Lane
Lawrenceville, GA 30043
www.usg.edu

Georgia Virtual Technical College

8100 Bob Williams Parkway
Covington, Georgia 30014
www.gvtc.org

Griffin Technical College

501 Varsity Road
Griffin, GA 30223
www.griffintech.edu

Gwinnett Technical College

5150 Sugarloaf Parkway
Lawrenceville, GA 30043-5702
www.gwinnetttech.edu

Heart of Georgia Technical College

560 Pinehill Road
Dublin, GA 31021
www.hgtc.org

Lanier Technical College

2990 Landrum Education Drive
Oakwood, GA 30566
www.laniertech.edu

Middle Georgia Technical College

80 Cohen Walker Drive
Warner Robins, GA 31088
www.middlegatech.edu

Henry County Schools – “Ensuring Success for Each Student”
Georgia Technical Schools and Colleges (continued)

Moultrie Technical College
361 Industrial Drive
Moultrie, GA 31768
www.moultrietech.edu

North Georgia Technical
P.O. Box 65
Clarkesville, GA 30523
www.northgatech.edu

North Metro Technical College
5198 Ross Road
Acworth, GA 30102
www.northmetrotech.edu

Northwestern Technical College
265 Bicentennial Trail
P.O. Box 569
Rock Springs, GA 30739
www.northwesterntech.edu

Ogeechee Technical College
1 Joe Kennedy Blvd.
Statesboro, GA 30458-8049
www.ogeecheetech.edu

Okefenokee Technical College
1701 Carswell Avenue
Waycross, GA 31503
www.okefenokeetech.edu

Sandersville Technical College
1189 Deepstep Road
Sandersville, GA 31082
www.sandersvilletech.edu

Savannah Technical College
5717 White Bluff Road
Savannah, GA 31405
www.savannahtech.edu

South Georgia Technical College
900 South Georgia Tech Parkway
Americus, GA 31709-8104
www.southgatech.edu

Southeastern Technical College
3001 East 1st Street
Vidalia, GA 30474
www.southeasterntech.edu

Southwest Georgia Technical College
15689 U.S. Hwy. 19 N
Thomasville, GA 31792
www.southwestgatech.edu

Swainsboro Technical College
346 Kite Road
Swainsboro, GA 30401
www.swainsborotech.edu

Valdosta Technical College
P.O. Box 928
Valdosta, GA 31603-0928
www.valdostatech.edu

West Central Technical College
176 Murphy Campus Blvd
Waco, GA 30182
www.westcentraltech.edu

West Georgia Technical College
303 Fort Drive
LaGrange, GA 30240
www.westgatech.edu

University System Colleges with Technical Divisions

Bainbridge College
2500 East Shotwell Street
Bainbridge, GA 31717
www.bainbridge.edu

Clayton College & State University
P.O. Box 285
Morrow, GA 30260-0285
Tech.clayton.edu

Coastal Georgia Community College
3700 Altama Avenue
Brunswick, GA 31520-3644
www.cgcc.edu

Dalton State College
213 N. College Drive
Dalton, GA 30720
www.daltonstate.edu

Henry County Schools

Graduation Requirements for Students

It is the responsibility of the parent/guardian and student to see that the student takes the correct courses for graduation. While school personnel will make every effort to correctly advise students, ultimately he/she is responsible. The following course requirement chart is designed to assist the student in planning his/her Five-Year Plan. The Five-Year Plan (see page 94) takes into consideration academic ability, career goals, interests, and plans for additional academic education beyond high school. The purpose of the plan is to familiarize the student with graduation requirements and to stimulate thought for the future. Parents/guardians are encouraged to monitor their student's progress by updating and reviewing this plan after the end of each semester. Should you need further information, do not hesitate to call your student's counselor.

<u>Graduation Requirements</u>	College Prep	College Prep with Distinction	Career/Tech Prep	Career/Tech Prep with Distinction	Dual Diploma (College and Career/Tech Prep)	Dual Diploma (College and Career/Tech Prep with Distinction)
English/ Language Arts	4 Units (Must include American Literature)	4 Units (Must include American Literature)	4 Units (Must include American Literature)	4 Units (Must include American Literature)	4 Units (Must include American Literature)	4 Units (Must include American Literature)
Mathematics	4 Units (Must include Algebra I, Geometry, Algebra II, and at least one course higher than Algebra II).	4 Units (Must include Algebra I, Geometry, Algebra II, and at least one course higher than Algebra II).	3 Units (Must include Algebra I or Algebra I Part 1 and Algebra I Part 2)	3 Units (Must include one unit of Algebra I or Algebra I Part 1 and Algebra I Part 2)	4 Units (Must include Algebra I, Geometry, Algebra II, and at least one course higher than Algebra II).	4 Units (Must include Algebra I, Geometry, Algebra II, and at least one course higher than Algebra II).
	*This requirement may also be met with Algebra I Part 1, Algebra I Part 2, Geometry, and Algebra II.				*This requirement may also be met with Algebra I Part 1, Algebra I Part 2, Geometry, and Algebra II.	
Science	3 Units (Must include a Physical Science and a Life Science)	3 Units (Must include a Physical Science and a Life Science)	3 Units (Must include a Physical Science and a Life Science)	3 Units (Must include a Physical Science and a Life Science)	3 Units (Must include a Physical Science and a Life Science)	3 Units (Must include a Physical Science and a Life Science)
Social Studies	3 Units (Must include U.S. History, Government/ Economics, and World History)	3 Units (Must include U.S. History, Government/ Economics, and World History)	3 Units (Must include U.S. History, Government/ Economics, World History, or World Geography)	3 Units (Must include U.S. History, Government/ Economics, and World History or World Geography)	3 Units (Must include U.S. History, Government/ Economics, and World History)	3 Units (Must include U.S. History, Government/ Economics, and World History)
Foreign Language	2 Units (Must include two units in one language)	2 Units (Must include two units in one language)	0 Units	0 Units	2 Units (Must include two units in one language)	2 Units (Must include two units in one language)
Health & P.E.	1 Unit (Must include ½ unit each)	1 Unit (Must include ½ unit each)	1 Unit (Must include ½ unit each)	1 Unit (Must include ½ unit each)	1 Unit (Must include ½ unit each)	1 Unit (Must include ½ unit each)
Career/Tech and/or NJROTC	0 Units (No requirement)	0 Units (No requirement)	4 Units (Must include three units in one career cluster)	4 Units (Must include three units in one career cluster)	4 Units (Must include three units in one career cluster)	4 Units (Must include three units in one career cluster)
Computer Tech, Career/Tech, NJROTC, Fine Arts, or Foreign Lang.	1 Unit	1 Unit	1 Unit	1 Unit	1 Unit	1 Unit
Electives	4 Units	6 Units (Must include 2 units from Core Areas or Fine Arts)	3 Units	5 Units (Must include 1 unit from Core Areas or Fine Arts)	0 Units	2 Units (Must include 2 units from Core Areas or Fine Arts)
Total Units Required	22 Units	24 Units	22 Units	24 Units	22 Units	24 Units

***NOTE:** Algebra I Part 1 and Algebra I Part 2 can only be taken with written permission from the Special Education Department. Algebra I Part 1, Algebra I Part 2, Geometry, and Algebra II may not fulfill admission requirements at certain four-year colleges and universities.

Henry County Schools – “Ensuring Success for Each Student”
Online Education Procedures

Online learning opportunities provide students with flexibility to address coursework needed to complete graduation requirements. Students who want to participate in online coursework must abide by the following guidelines:

1. Students cannot participate in an online course if that same course is offered and can be scheduled at their school. Situations that merit online learning may include:
 - ? scheduling conflicts
 - ? recovery credit for courses not adequately completed
 - ? plans to complete graduation requirements at a faster pace
 - ? participation in enrichment courses
 - ? completion of the requirements for the College Prep Diploma with Distinction
 - ? hospital/homebound situations
2. Henry County Schools will not pay for courses being taken for credit recovery, enrichment, or acceleration outside of the regular six (6) period school day.
3. A maximum of five (5) students per period are allowed to take online courses. Numbers of students taking courses outside the school day are not limited.
4. New students who have successfully begun a foreign language not offered at their school may complete the state graduation requirement online.
5. All online course exams must be taken under the supervision of a certificated employee at the student's school of attendance.
6. Middle school students whose course of study requires advanced coursework may be allowed to participate in online classes following the receipt of appropriate written approval.
7. High school students who qualify for hospital/homebound instructional support may participate in online coursework for high school credit as appropriate.
8. Henry County approved online courses are listed on the Henry County Online Academy website (www.henry.k12.ga.us/onlineacademy) .
9. Students must take the appropriate Georgia End-of-Course Test (EOCT) for online courses that require an EOCT for course credit.
10. Students must follow the procedures for requesting online learning opportunities.

Procedures for Students Requesting an Online Learning Opportunity

A. Students Requesting Courses through the Henry County Online Academy

1. Students who want to participate in a Henry County Schools Online Academy course must seek advisement and written authorization from their assigned guidance counselor.
2. After consulting with the guidance counselor, agreeing on the best course of action, and receiving appropriate written authorization from the counselor, a student may register for a course offered through the Henry County Schools Online Academy.
3. Students who participate in online coursework without appropriate prior authorization will not receive course credit.
4. Registered students will work with the school online learning facilitator to prepare for the online class.

B. Students Requesting Online Courses from Other Institutions

1. Students who want to participate in an online course from another institution must seek advisement and written authorization from their assigned guidance counselor.
2. Students seeking permission to participate in an online course from another institution must complete the Request for Approval to Take an Online Course form. Requests must be made a minimum of 14 calendar days prior to the start of the course. Forms must be fully completed and submitted to the Henry County Schools Curriculum and Instruction Department where the course will be reviewed to assess whether it meets certain criteria:
 - a. The course is from an accredited institution approved by the Henry County Schools Board Policy.
 - b. The course meets Henry County Schools curriculum standards.
3. After consulting with a guidance counselor, agreeing on the best course of action, and receiving appropriate written authorization from both the counselor and the Curriculum and Instruction Department, a student may register for a course offered through an institution other than the Henry County Schools Online Academy.
4. It is the student’s responsibility to complete all coursework and final exams within a time frame that enables the online institution to provide a course transcript to their home school seven (7) calendar days prior to the close of the semester.
5. Students who participate in online coursework without appropriate prior authorization will not receive course credit.
6. Students will be notified of course approval status before the starting date of the course.

Henry County Schools – “Ensuring Success for Each Student”
Credits Earned Through Distance Learning Delivery Methods

Approved Course Providers

Students who wish to earn additional credits outside of the regular school day are encouraged to enroll in courses provided by Henry County Schools Online Academy (<http://www.henry.k12.ga.us/onlineacademy>). Additional learning opportunities are available through Henry County Schools Summer School or Evening Academy. The district provides assurance that these courses meet local and state curriculum standards and assessment requirements.

Other Course Providers

When a student's needs cannot be met by the school where the student is enrolled or courses from the Henry County Online Academy, Henry County Schools will accept unit credit from other appropriately accredited institutions. These course must meet local and state standards. The student is responsible for providing the enrollment application to the out of district course provider. Additionally, the student is responsible for obtaining and providing a copy of the institution's course description and outline for delivery. If required, a school official will sign the enrollment application. Please note that the signature of the school official only indicates that the course applied for will be accepted for credit based on Georgia High School Graduation requirements. The signature does not indicate that the course covers the Georgia Quality Core Curriculum (QCC), Georgia Performance Standards (GPS) requirements, or that the course will adequately prepare the student for the Georgia High School Graduation Test (GHS GT). Students and parents are responsible for determining if the course is accepted by the NCAA Clearinghouse.

- ✍ A copy of the application or other documentation will be filed in the student's permanent record. Grades earned will be posted on the student's transcript as transferred credit.
- ✍ The student is responsible for notifying the local school if a course is dropped.

In order to receive a high school diploma and/or participate in graduation ceremonies, the local school must receive transcripts no later than seven (7) days before graduation. The scheduling and administration of the sending school's final exam/end of course exam is the responsibility of the parent and/or student. Arrangements for the administration of the final exam from the sending institution will be the responsibility of the parent and student. All final exams must be proctored by a certificated Henry County Schools employee. All costs for course instruction, books and other materials are the responsibility of the parent and/or student. All books and study materials will be sent to the parent/student home address. Exams must be sent to the student's school of attendance so that appropriate proctoring can be arranged for assessment administration. Henry County Schools employees are not responsible for providing information concerning the policies of out-of-system educational institutions.



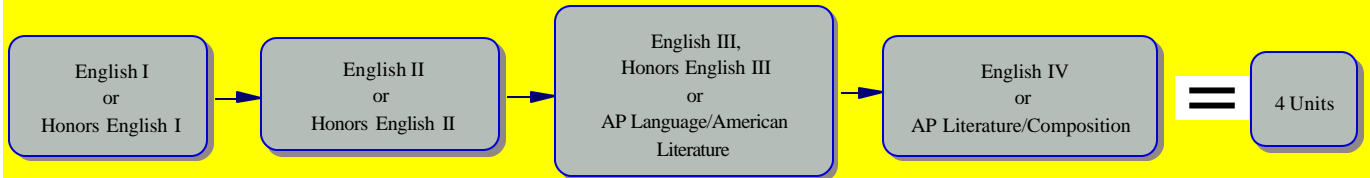
Henry County Schools – “Ensuring Success for Each Student”

Henry County Online Academy Course Offerings	Georgia Virtual School Course Offerings
<p>Math: Statistics Algebra I* Algebra II Algebra III Geometry* AP Statistics</p> <p>Science: Chemistry Biology* Physical Science*</p> <p>English: English I* English II English III* English IV AP English Literature and Composition</p> <p>Social Studies: US History* World History</p> <p>Languages: Spanish I Spanish II</p> <p>PE: Personal Fitness</p>	<p>AP Language/Composition AP Calculus AP American Government AP Comparative Government AP European AP Macroeconomics AP Psychology AP US History AP World History AP Biology AP Chemistry AP Environmental Science AP Physics Business Procedures Banking Computer Applications Finance IT Foundations Multimedia Presentation Principles of Accounting Visual Basic Web Design Speech Discrete Math Adv Alg/Trig Anthropology Asian Studies Civics/Citizenship Constitutional Theory Sociology US and World Affairs World Geography Anthropology Anatomy and Physiology Physics First Responder (for .5 credit only) SAT Preparation</p>
*Course requires and End-of-Course Test (EOCT) before credit can be awarded.	

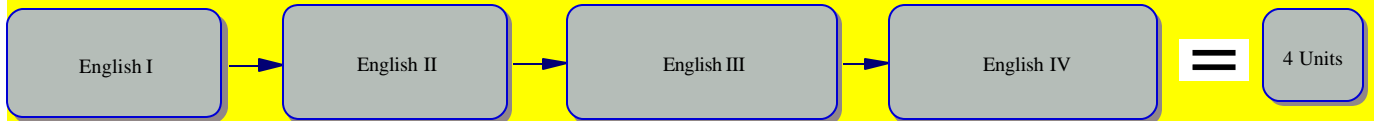
Henry County Schools – “Ensuring Success for Each Student”

Language Arts Course Offerings and Recommended Sequences

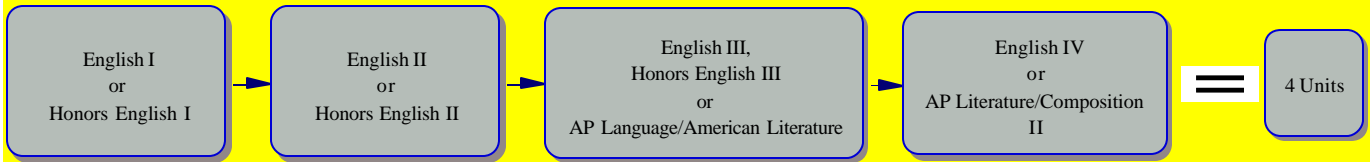
FOR COLLEGE PREPARATORY SEAL



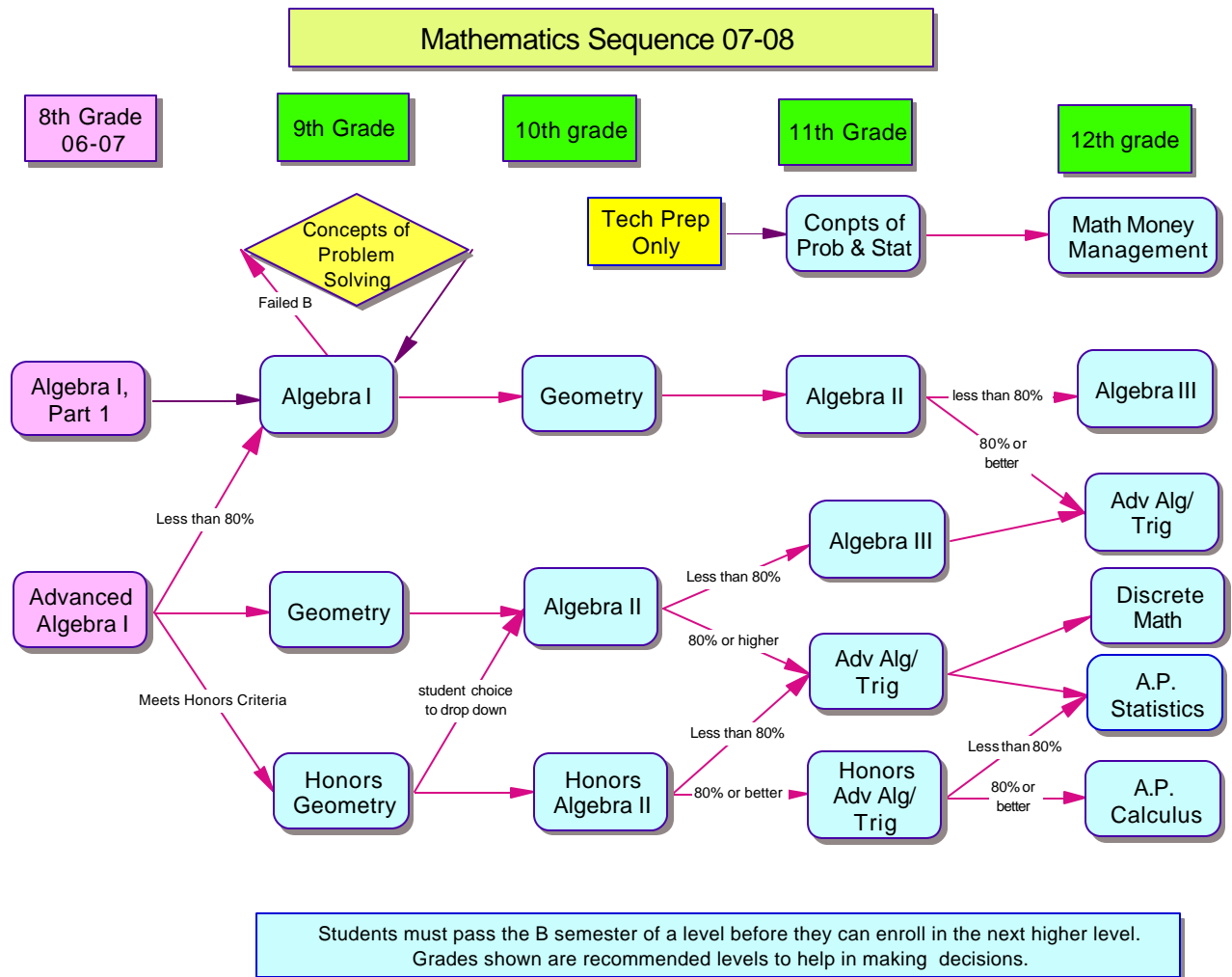
FOR TECH PREPARATORY SEAL



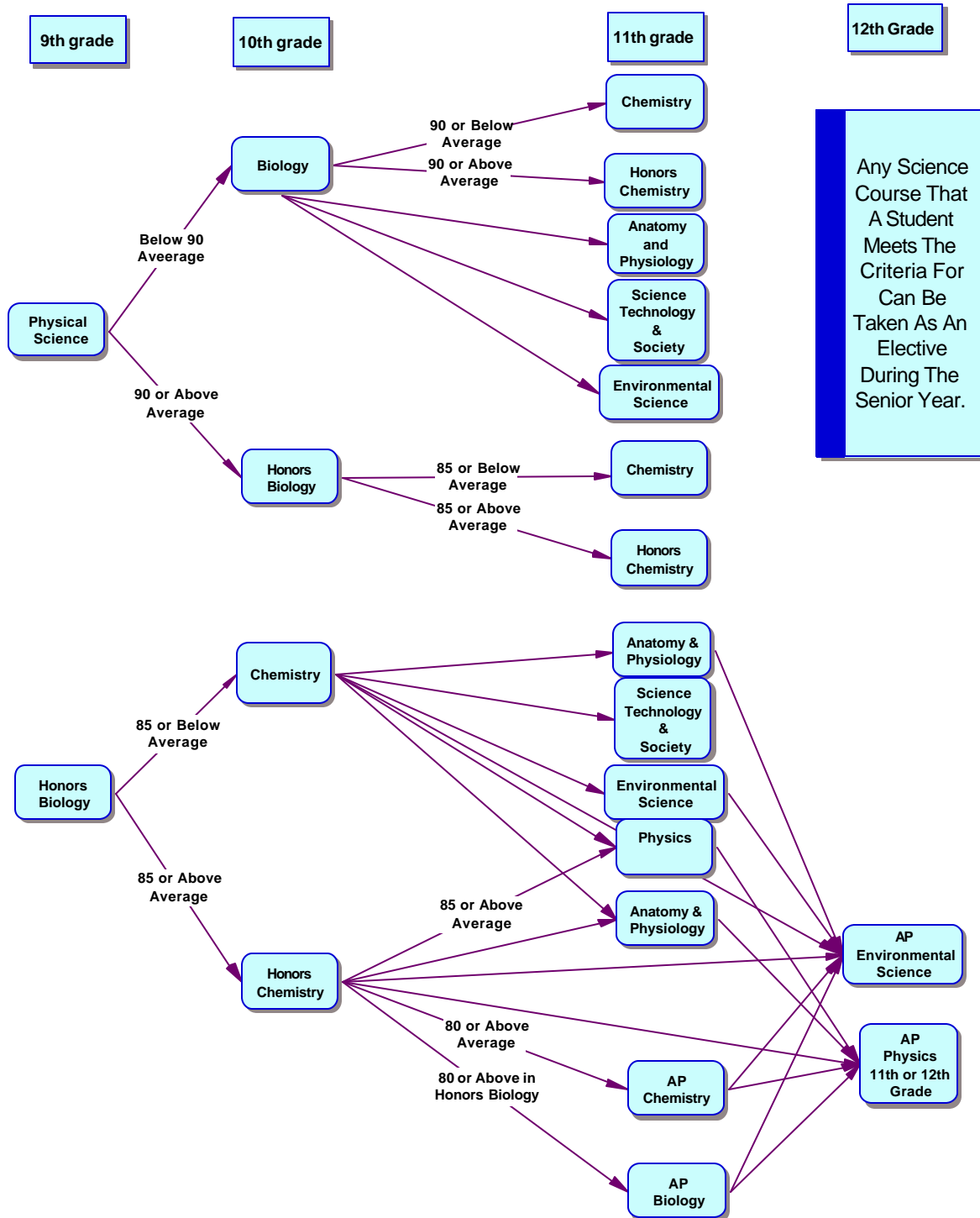
FOR A DUAL SEAL



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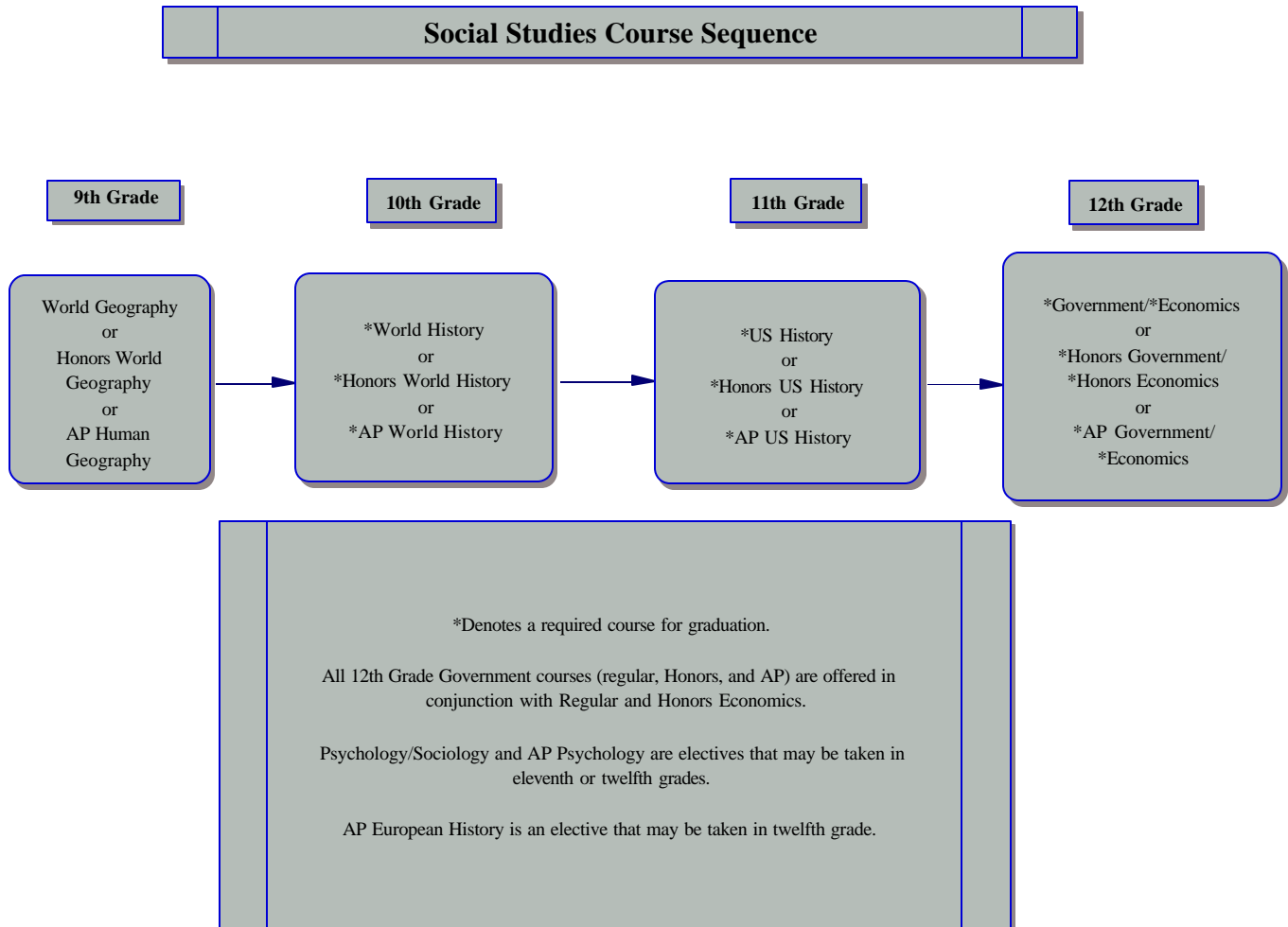
Science High School Course Sequence



Averages are suggested for Advisement Purposes



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Henry County Schools – “Ensuring Success for Each Student”
Career and Technical Education Pathways

Course Offerings

Students pursuing a Tech Prep or Dual Seal must successfully complete a three-sequence course in any of these pathways.

Agricultural Science Pathway

Agriscience I, II, III, IV

*Lawn Equipment/Small Engine Repair

Business Information Technology Pathway

Computer Applications

Multimedia Presentations & Communication Technology

Communications for Business

Banking

Accounting I, II

International Business

Computer Programming I

Principles of Marketing

Marketing via the Internet

Programming & System Management

*Entrepreneurship

Health and Human Services Pathway

Foundations of Family and Consumer Sciences

Introduction to Interior Design I

Introduction to Family and Family Services

Early Childhood Education I, II

Professional Foods I, II

Introduction to Teaching (A) / Teaching as a Professional Career (B)

Healthcare Science Technology I, II, III

Therapeutic Medical Technology

Nursing Assistant

First Responder

Public Safety: Criminal Justice I, II

Cosmetology I, II, III

*Patient Care Assistance

*Nail Technician

*Joint enrollment course instructed by Griffin Technical College at specified high schools.

Career and Technical Education Pathways

Course Offerings

Technical and Engineering Pathway

Engineering Technology

Pre-Engineering

Engineering Applications

Information Technology I, II

Engineering Principles

Information Technology Foundations

Foundations of Information Services and Support

Operating Systems and Management

Networking

Digital Media Design I, II

Broadcast and Video Production I, II

Graphic Arts Technology I, II, III

Construction Technology I, II, III

Introduction to Engineering Drawing

Engineering Concepts and Drawings

Architectural Drawing and Design I, II

Introduction to Automotive Services Technology

Foundations of Automotive Services Technology

Intermediate Auto Service Technology

Advanced Automotive Services Technology

*Small Engine Repair

Work-Based Learning

Youth Apprenticeship / Internship

All Career and Technical Education courses may have associated work experiences which may be used to complete the three course sequence..

Military Science Pathway

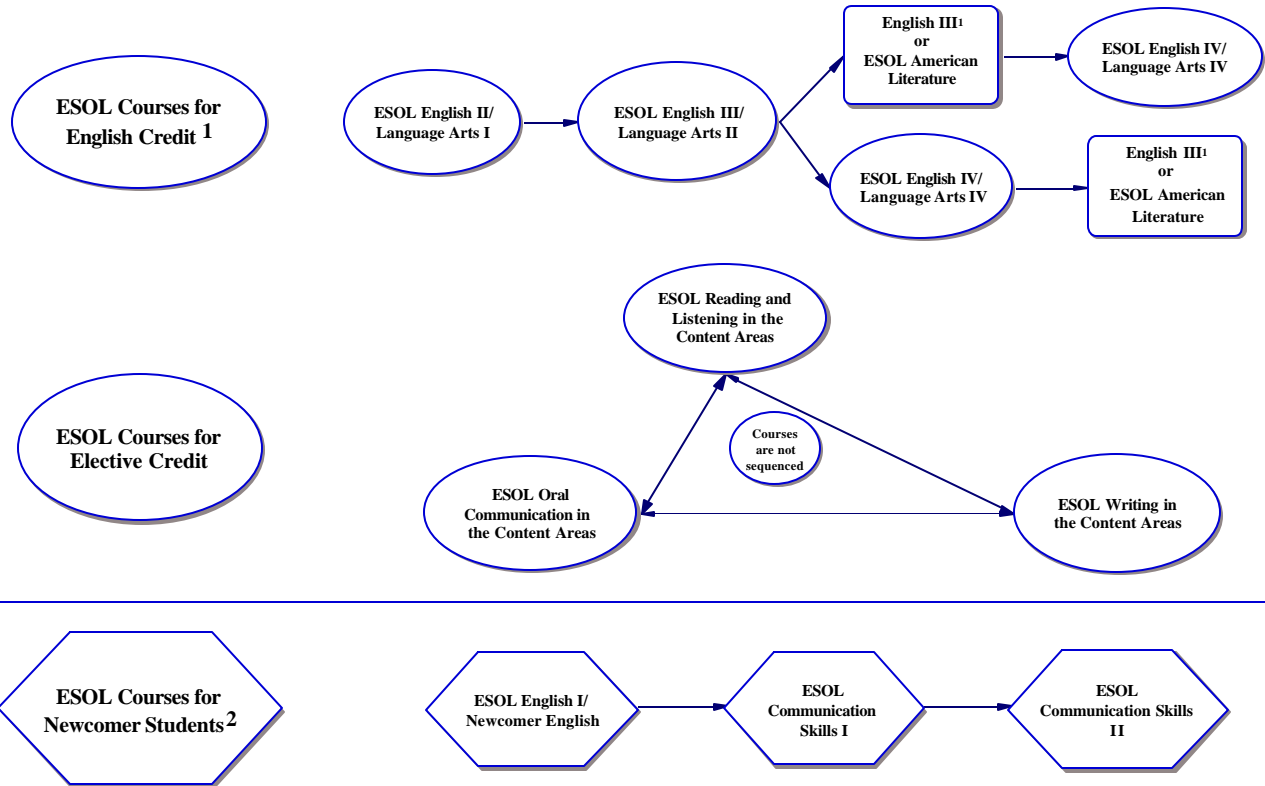
NJROTC I, II, III, IV

ADROTC I, II, III, IV

*Joint enrollment course instructed by Griffin Technical College at specified high schools.

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English to Speakers of Other Languages Course Sequences 2007-2008



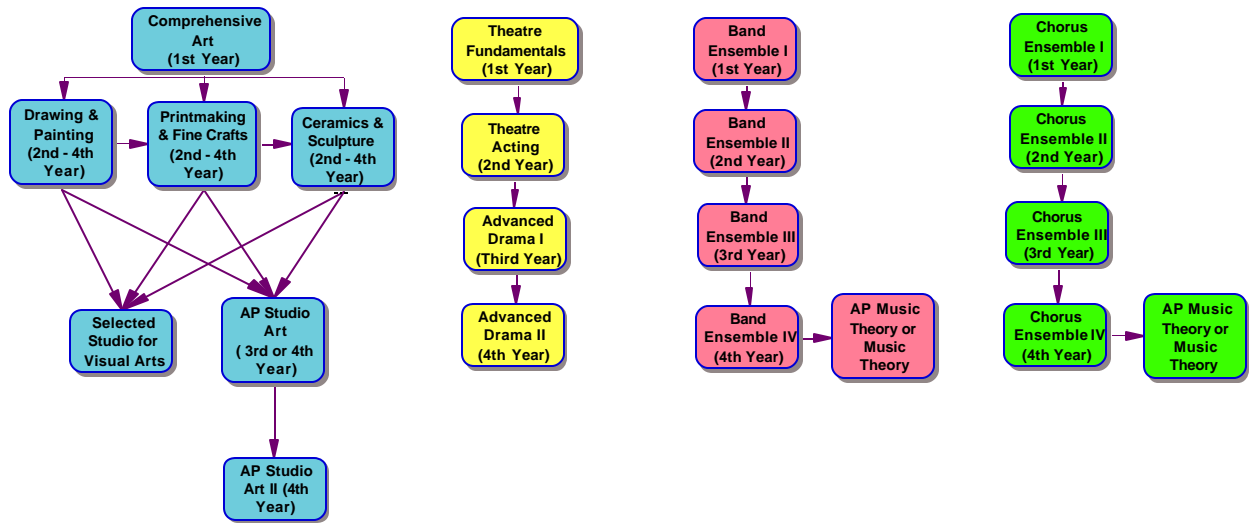
Notes:

¹ All Georgia high school students must take American Literature (English III) and the accompanying End of Course Test. If the ESOL teacher and the Language Assessment Committee deem it necessary, an ESOL student may take ESOL IV before taking English III and complete this requirement as a senior.

² The Newcomer sequence of courses is available as additional ESOL elective credit for those students who have little or no English proficiency and little or no formal schooling. These students may not be able to complete high school within four years; very few students will require this sequence.

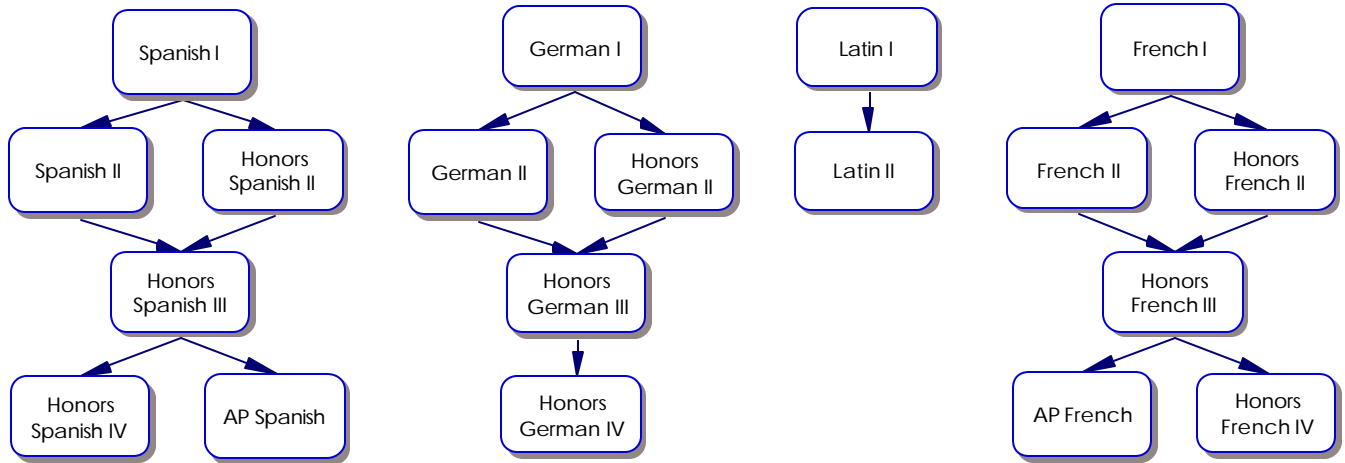
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Fine Arts High School Course Map and Sequence



Henry County Schools – “Ensuring Success for Each Student”

**Foreign Languages Sequence
2007-2008**



Students must pass the B semester of a level before they can enroll in the next higher level. State high school graduation requirements include 2 years of the same foreign language for a college prep diploma.

Henry County Schools – “Ensuring Success for Each Student”
LANGUAGE ARTS

(All courses within this discipline are HOPE Scholarship eligible courses except where noted.)

Course Title: English I – Ninth-Grade Literature and Composition
Course Number: (1st Semester - 3553) (2nd Semester - 3583)
Course Description: **Reading and Literature**



Focusing on a study of literary genres, the student develops initial understanding of both the structure and the meaning of a work of literature. The student develops an initial understanding of the way the form of a work of literature affects the meaning of the work and of the process of interpretation of a text. The student reads thoughtfully and purposefully, constantly checking for understanding of the author’s intent and meaning, in order to determine a sound interpretation.

Reading Across the Curriculum

The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

Writing

Technical writing is the focus for 9th grade; by the end of 9th grade, the student will demonstrate competency in technical writing.

Conventions

Instruction in language conventions (grammar, usage, mechanics, and punctuation) will occur within the context of reading, writing, and speaking rather than in isolation.

Listening, Speaking, and Viewing

The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

Prerequisite: None

Course Title: Honors English I
Course Number: (1st Semester - 3750) (2nd Semester - 3751)
Course Description:



Honors English is a college prep course that takes a global, more thematic, approach to the study of literature and composition. This is a highly academic course and requires extensive outside reading, writing, and research, as well as summer reading.

Prerequisite: None

Course Title: English II–Tenth-Grade World Literature
Course Number: (1st Semester - 3633) (2nd Semester - 3663)
Course Description: **Reading and Literature**



Focusing on a study of World Literature, the student develops an understanding of chronological context and the relevance of period structures in literature within cultures around the world. The student develops an understanding of the ways the place of origin of a work of literature affects its structure and how the chronology of a work of literature affects its meaning. The student develops an understanding of literature as both a product of its culture and as a culture-bearer and recognizes the commonalities and differences among works of literature from different times and places in the world.

Reading Across the Curriculum

The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

Henry County Schools – “Ensuring Success for Each Student”

Writing

Persuasive writing is the focus for 10th grade; by the end of 10th grade, the student will demonstrate competency in persuasive writing.

Conventions

Instruction in language conventions (grammar, usage, mechanics, and punctuation) will occur within the context of reading, writing, and speaking rather than in isolation.

Listening, Speaking, and Viewing

The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

Prerequisite:

English I

Course Title:

Honors English II

Course Number:

(1st Semester - 3752) (2nd Semester - 3753)

Course Description:

This college prep course emphasizes an in-depth analysis of World Literature, personal and expository compositions, vocabulary development (i.e., SAT preparation), public speaking skills, and utilization of research skills. A variety of methods will be used to enhance students' critical thinking skills. Extensive reading is required throughout the entire course. A research paper and summer reading are required.



Prerequisite:

Honors English I

Course Title:

English III – Eleventh-Grade American Literature

Course Number:

(1st Semester - 3713) (2nd Semester - 3733)

Course Description:

Reading and Literature

Focusing on a study of American Literature, the student develops an understanding of chronological context and the relevance of period structures in American Literature. The student develops an understanding of the ways the period of work of literature affects its structure and how the chronology of a work of literature affects its meaning.

Reading Across the Curriculum

The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

Writing

Expository writing is the focus for 11th grade; by the end of 11th grade, the student will demonstrate competency of specific strategies in expository writing.

Conventions

Instruction in language conventions (grammar, usage, mechanics, and punctuation) will occur within the context of reading, writing, and speaking rather than in isolation.

Listening, Speaking, and Viewing

The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

Prerequisite:

English II



Henry County Schools – “Ensuring Success for Each Student”

Course Title: **Honors English III**
Course Number: **(1st Semester - 3754) (2nd Semester - 3764)**
Course Description: In this college prep course students will be introduced to the American experience as shared by a diverse and select group of writers. Students will be able to study, analyze, and thoughtfully discuss (orally and in writing) literature that spans from the Puritan and pre-Puritan (Native American) eras through the 20th Century. Emphasis is on reading comprehension, study skills, and techniques for strengthening writing skills. Extensive reading is required throughout the entire course. A research paper and summer reading are required.
Prerequisite: Honors English II



Course Title: **Advanced Placement English Language (III)**
Course Number: **(1st Semester - 9109) (2nd Semester - 9111)**
Course Description: This is a course that enables students to develop and refine their writing styles by writing extensively. It provides extensive opportunities for students to read a variety of rhetorical modes and to analyze how writers' choices affect style. The major topic of study is the analysis of style, rhetoric, tone, and diction in prose writing. Additionally, students study major periods of American Literature. The course provides the practice and guidance needed to fully prepare for the AP examination in English Literature.
Prerequisite: English II



Course Title: **English IV – – Twelfth-Grade British Literature**
Course Number: **(1st Semester - 3793) (2nd Semester - 3823)**
Course Description: **Reading and Literature**
Focusing on a study of British Literature, the student develops an understanding of chronological context and the relevance of period structures in British Literature. The student develops an understanding of the ways the period of work of literature affects its structure and how the chronology of a work of literature affects its meaning.
Reading Across the Curriculum
The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.
Writing
Continued development of expository writing is the focus for 12th grade; by the end of 12th grade, the student will demonstrate competency in expository writing.
Conventions
Instruction in language conventions (grammar, usage, mechanics, and punctuation) will occur within the context of reading, writing, and speaking rather than in isolation.
Listening, Speaking, and Viewing
The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.
Prerequisite: English III



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Course Title: **Reading Enrichment**
Course Number: **(9126)**
Course Description: This course is an extension of Communication Skills 23.081. It provides additional remediation for students who have still not mastered the language arts objectives for the Georgia High School Graduation Test. It enhances essential reading skills necessary to promote continual development in reading. This course should meet the guidelines for Remedial Education Program.
Prerequisite: This course requires recommendation by the student’s teacher.



Course Title: **Basic Reading/Writing I (BRWI)**
Course Number: **(9127)**
Course Description: Provides fundamental skills development in all areas of English/Language Arts in a language lab setting; includes drill and practice opportunities in writing, organizing, speaking, reading, and critical thinking.
Prerequisite: This course requires recommendation by the student’s teacher.



Course Title: **Basic Reading/Writing II (BRWII)**
Course Number: **(9128)**
Course Description: Enhances level-one skills in a language lab setting. Provides further application of skills in writing, organizing, speaking, reading, and critical thinking activities. Includes preparation for various required state assessments.
Prerequisite: This course requires recommendation by the student’s teacher and/or completion of Basic Reading/Writing I.



Course Title: **Basic Reading/Writing III (BRWIII)**
Course Number: **(9129)**
Course Description: Enhances level-two skills through an intensive small group environment. Focuses on writing, organizing, speaking, reading, and critical thinking and includes preparation for various required state assessments (e.g., High School Graduation Test, Georgia Writing Assessment).
Prerequisite: This course requires recommendation by the student’s teacher and/or completion of Basic Reading/Writing II.



Course Description: **Basic Reading/Writing IV (BRWIV)**
Course Number: **(9130)**
Course Description: Enhances level-three skills. Provides in-depth concentration on writing, organizing, speaking, reading, and critical thinking activities. Includes preparation for various required state assessments (e.g., High School Graduation Test, Georgia Writing Assessment).
Prerequisite: This course requires recommendation by the student’s teacher and/or completion of Basic Reading/Writing III.

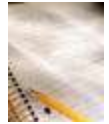


Henry County Schools – “Ensuring Success for Each Student”

Course Title: **Advanced Placement English Literature (IV)**
Course Number: **(1st Semester - 3834) (2nd Semester - 3844)**
Course Description: AP English IV is a college-level course, which gives students the opportunity to analyze, read, discuss, and write about challenging selections in world literature. It provides the practice and guidance needed to fully prepare for the AP examination in English Literature. Students will take the College Board Advanced Placement English Literature and Composition Examination in early May for college credit and/or advanced standing. Summer reading is required.
Prerequisite: English III



Course Title: **Scholastic Assessment Test (SAT) Preparation**
Course Number: **(9120)**
Course Description: The Verbal semester of SAT Preparation is an elective course designed for students who have completed English I or Honors English I. The major topic of study will be the Verbal section of the SAT. Students will become familiar with SAT format and the concepts tested on the SAT. Students will be introduced strategies and key test taking skills. They will also take full-length practice tests and learn about the scoring of the SAT.
Prerequisite: Completion of English I or Honors English I



Course Title: **English Study Skills (Not a HOPE Scholarship eligible course)**
Course Number: **(1st Semester – 6615) (2nd Semester - 6616)**
Course Description: This course is designed to support freshmen in the areas of reading, writing, and communication. The instructional setting will consist of varied teaching strategies that address multiple learning styles. Students enrolled in this course will receive instruction that focuses on reading, writing, speaking, critical thinking, and organization.
Prerequisite: This course requires recommendation by the student’s counselor.



Course Title: **Writer’s Workshop**
Course Number: **(1st Semester – 3850) (2nd Semester – 3851)**
Course Description: The Writer’s Workshop course will offer opportunities for students to enhance their grammar and style techniques toward maturity as writers. Students will delve into traditions and complexities of writers, gaining insight into analytical skills and thematic connections between past and current voices. In addition, students will compose their own creative works, and will also be responsible for editing and publishing either a literary journal or a school paper.

The student population should be highly motivated 11th and 12th graders who have an interest in the study of creative writing. The course may count as an elective only for students in a College Prep sequence and as a core class or elective for students in the Career/Tech Prep sequence.



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Course Title: **Journalism I (Yearbook)**
Course Number: **(1st Semester – 3882) (2nd Semester – 3892)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.



Course Title: **Journalism II (Yearbook)**
Course Number: **(1st Semester – 3894) (2nd Semester – 3895)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

Course Title: **Journalism III (Yearbook)**
Course Number: **(1st Semester – 3900) (2nd Semester – 3901)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

Course Title: **Journalism IV (Yearbook)**
Course Number: **(1st Semester – 3905) (2nd Semester – 3906)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.



Course Title: **Journalism I (Newspaper)**
Course Number: **(1st Semester – 3910) (2nd Semester – 3911)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

Course Title: **Journalism II (Newspaper)**
Course Number: **(1st Semester – 3915) (2nd Semester – 3916)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.



Course Title: **Journalism III (Newspaper)**
Course Number: **(1st Semester – 3920) (2nd Semester – 3921)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.

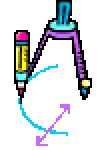
Course Title: **Journalism IV (Newspaper)**
Course Number: **(1st Semester – 3925) (2nd Semester – 3926)**
Course Description Journalism is an elective course. Students who are on the school yearbook or school newspaper staffs may be enrolled in journalism in grades 9-12.



MATHEMATICS

(All courses within this discipline are HOPE Scholarship eligible courses except where noted.)

Course Title: Geometry
Course Number: (1st Semester - 4643) (2nd Semester - 4653)
Course Description: This course provides students with a visual way to conceptualize and organize information regarding their physical environment. Algebra I skills are continually used to solve geometric problems. The course uses definitions, axioms, and theorems based on logical reasoning as a method for determining appropriate problem solving techniques. The course includes problem solving, visualization skills, and the classification, measurement, and transformations of two or three-dimensional geometric figures.



Prerequisite: Algebra I

Course Title: Honors Geometry
Course Number: (1st Semester - 4654) (2nd Semester - 4655)
Course Description: This course includes the same content as Geometry, but explores the subject in greater depth. More student created proofs will be required.



Prerequisite: Algebra I

Course Title: Algebra I
Course Number: (1st Semester - 4622) (2nd Semester - 4632)
Course Description: Algebra I is a college prep mathematics course designed to investigate such topics as variables, graphing techniques, a variety of equations, and polynomials. Applications and problem solving are integral parts of the study throughout the year.



Prerequisite: None

Course Title: Algebra II
Course Number: (1st Semester - 4683) (2nd Semester - 4693)
Course Description: Algebra II is a college preparatory mathematics course. Algebra I concepts will be reviewed and extended, but not re-taught. Emphasis is placed on solving problems involving linear, quadratic, polynomial, exponential, and logarithmic functions. The use of graphing technology is encouraged to enhance student learning.



Prerequisite: Algebra I and Geometry

Course Title: Honors Algebra II
Course Number: (1st Semester - 4694) (2nd Semester - 4695)
Course Description: Honors Algebra II includes the same concepts as Algebra II but explores them in greater depth.



Prerequisite: Algebra I or Honors Geometry

Course Title: Algebra III
Course Number: (1st Semester - 4792) (2nd Semester - 4802)
Course Description: This course is designed for college prep students who do not intend to pursue a career that requires an extensive mathematical, scientific, or technical background but who do intend to take college mathematics courses. Realistic problem solving in concrete situations is emphasized. Algebraic, geometric, and statistical topics are approached using numerical methods and appropriate technology.



Prerequisite: Algebra II

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Course Title: **Advanced Algebra/Trigonometry**
Course Number: **(1st Semester - 4724) (2nd Semester - 4734)**
Course Description: This course is a combination of advanced algebra, trigonometry, elementary analysis, and analytical geometry. Its purpose is to provide a strong foundation for higher mathematics. Particular emphasis is placed here on trigonometry, the field of complex numbers, and vectors. The complexity of its topics and time limits require the use of calculators to effectively and efficiently provide for mathematics learning and its applications in solving problems.
Prerequisite: Algebra II or Honors Algebra II



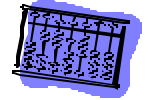
Course Title: **Honors Advanced Algebra/Trigonometry**
Course Number: **(1st Semester – 4740) (2nd Semester – 4741)**
Course Description: This course covers the same topics as Advanced Algebra/Trigonometry but strives to develop deeper understanding of some of the concepts. Students who have taken Honors Algebra II and are preparing for AP Calculus should take this course.
Prerequisite: Honors Algebra II or Algebra II



Course Title: **Preparing for the SAT in Mathematics**
Course Number: **(1st Semester - 9122)**
Course Description: This is a one-semester course designed to help students prepare for the SAT college admissions test. The class will review content from Algebra and Geometry, the content areas tested. A large portion of the class will focus on types and formats of questions on standardized tests. This course is elective credit only, and will not count as part of the 4 units required in mathematics for graduation.
Prerequisite: Geometry or co-enrolled in Geometry.



Course Title: **Advanced Placement Calculus**
Course Number: **(1st Semester - 4764) (2nd Semester - 4774)**
Course Description: This course is comparable to the first college level calculus course. Students will be required to take the Advanced Placement Calculus AB Exam. The course includes a study of elementary functions, limits and continuity, and differential and integral calculus.
Prerequisite: Honors Advanced Algebra/Trigonometry



Course Title: **Advanced Placement Computer Science**
Course Number: **(1st Semester - 4890) (2nd Semester - 4891)**
Course Description: AP Computer Science is designed to be an introductory course in programming and is taught using the C++ programming language. The course is very hands on, with the majority of class time spent in actual programming. Students will become familiar with programming style and algorithms for problem solving. Upon completion of the course the student will be required to take the Advanced Placement Computer Science A exam.
Prerequisite: Algebra II



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Course Title:

Calculus/Statistics

Course Number:

(Calculus – 4744) (Statistics – 4754)

Course Description:

This course offers one semester of non-Advanced Placement calculus and one semester of statistics. It is intended for students who have passed Advanced Algebra/Trigonometry but who do not wish to take the Advanced Placement Calculus course and test. The Calculus semester includes problem solving, reasoning, estimation, work with functions, introduction to derivatives, applications of derivatives, introduction to integrals, and application of integrals. In the statistics semester, students learn to apply statistical methods in problem solving and in the evaluation of claims they encounter in everyday life. Topics are drawn from four modules: data analysis and prediction, experimental design, probability, and sampling distributions and inference.



Prerequisite:

Advanced Algebra/Trigonometry

Course Title:

Advanced Placement Statistics

Course Number:

(1st Semester – 4893) (2nd Semester - 4894)

Course Description:

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students study four broad conceptual themes:



1. Exploring data by observing patterns and departures from patterns
2. Planning a study, including deciding what and how to measure
3. Anticipating patterns by producing models using probability theory and simulation
4. Statistical inference through modeling

Pre- or Co-requisite:

Advanced Algebra/Trigonometry

Course Title:

Study Skills Math (Not a Hope Scholarship eligible course)

Course Number:

(1st Semester – 4895) (2nd Semester – 4900)

Course Description:

This course is designed for students entering high school who need additional support in the area of mathematics. The course will assist students in mastering the skills necessary for success in high school math classes.



Prerequisite:

Recommendation by a counselor. (Does not earn math credit.)

Course Title:

Discrete Math

Course Numbers:

(1st Semester - 4785) (2nd Semester - 4786)

Course Description:

Discrete Mathematics involves the study of objects and ideas that can be divided into separate or discontinuous parts. Possible topics include: graph theory, combinatorics, discrete probability, recursion, matrices, sets, logic, functions and relations, real number system, algebraic structures, problem solving, reasoning, communication, and decision making.



Prerequisite:

Advanced Algebra/Trig

Course Title:

Concepts of Probability and Statistics

Course Number:

(1st Semester – 4800) (2nd Semester – 4874)

Course Description:

This course is designed for tech prep students. It will introduce students to data collection and interpretation common in the real world. It will also review content for the Georgia High School Graduation Test.



Prerequisite:

Algebra I or its equivalent

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Course Title: **Mathematical Money Management**
Course Number: **(1st Semester - 4810) (2nd Semester - 4815)**
Course Description: Mathematical Money Management is a project-based course for seniors. The focus is to foster student understanding of mathematical skills needed to make informed decisions about money management. The mathematical skills needed include solving linear equations, manipulating algebraic formulas, and analyzing data. Students will use a variety of modeling techniques and purely mathematical concepts to solve financial problems. The course has core credit for technology/career education students and elective credit for college preparatory students.
Prerequisite: Algebra I and Concepts of Probability and Statistics



Course Title: **Algebra I Part 1**
Course Number: **(1st Semester AE - 4836) (2nd Semester BE - 4837)**
Course Description: This is the first part of a two-year sequence that meets the graduation requirements for Algebra I.
Prerequisite: Permission from Special Education Department

Course Title: **Algebra I Part 2**
Course Number: **(1st Semester - 4852) (2nd Semester - 4862)**
Course Description: This is a continuation of Algebra I Part 2 and is the second part of the two-year sequence that meets the graduation requirement of Algebra I. Students will continue to develop algebra skills.
Prerequisite: Algebra I Part 1



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SCIENCE

(All courses within this discipline are HOPE Scholarship eligible courses.)

Course Title: Physical Science
Course Number: (1st Semester - 5533) (2nd Semester - 5563)
Course Description: This is an introductory laboratory-based science course. Topics in Physics include motion, forces, simple machines, energy, light, electricity, and sound. Chemistry topics include the structure of atoms, elements, mixtures, compounds, and chemical reactions.



Prerequisite: None.

Course Title: Biology I
Course Number: (1st Semester - 5633) (2nd Semester - 5643)
Course Description: Biology is the study of life. Students will explore in this laboratory-based course the following areas of biological science: cell structure and processes, basic chemistry and bio-molecules, genetics and evolution, structure and function of organisms, and ecological relationships.



Prerequisite: None

Course Title: Biology I Honors
Course Number: (1st Semester - 5665) (2nd Semester - 5666)
Course Description: A more detailed study of life than Biology. Students will explore in this laboratory-based course the same topics covered in Biology with more detail in all areas of biological study. Science fair projects or other designated national or state recognized science activities are required.



Prerequisite: Should be enrolled in Geometry.

Course Title: Advanced Placement Biology
Course Number: (1st Semester - 5654) (2nd Semester - 5664)
Course Description: Students receive the same level of instruction, as they would experience at the college level. Topics include molecules and cells (emphasis on biological chemistry, cell structure and function and energy transformations with biological systems), genetics and evolution (molecular genetics, DNA, RNA, heredity, origin of life, natural selection, patterns of evolution), organisms and populations (principles of taxonomy, plants and animals, structure and function of various tissues and organs, population dynamics, ecosystems and community dynamics, and bio-geo-chemical cycles. Students are required to take the Advanced Placement Biology Exam. College credit may be given for this course upon successfully passing the College Board AP Exam.



Prerequisite: Biology and Chemistry.

Course Title: Chemistry I
Course Number: (1st Semester - 5673) (2nd Semester - 5683)
Course Description: Chemistry is a laboratory course in which students study the properties and behavior of matter. Students who successfully complete this course may expect to know the nature and structure of atoms, the contributions of various scientists to the development of chemistry as a science, how substances are involved in chemical reactions, and the use of some of the compounds in their everyday life.



Prerequisite: Passed Algebra I. Should be enrolled in Geometry or Algebra II.

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Course Title: **Chemistry I Honors**
Course Number: **(1st Semester - 5723) (2nd Semester - 5724)**
Course Description: The Honors Chemistry course is a laboratory course in which students study the properties and behavior of matter. Topics such as atomic structure, kinetic theory of matter, and chemical reactions will be covered. This course is designed to cover many of the same topics as the average course but in more detail. Science Fair projects or other designated national or state recognized science activities are required. Substantial lab time is required in order to accomplish the objectives set for this course.



Prerequisite: Algebra I, should be enrolled in Algebra II.

Course Title: **Advanced Placement Chemistry**
Course Number: **(1st Semester - 5694) (2nd Semester - 5704)**
Course Description: The AP Chemistry course is designed to be equivalent to the general chemistry course usually taken during the freshman year of college. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics will be presented in considerable depth. Substantial lab time is required in order to accomplish the objectives set for this course. Students will be required to take the Advanced Placement Chemistry Exam. College credit may be given for this course upon successfully passing the College Board AP Exam.



Prerequisite: Chemistry I, enrolled in Advanced Algebra/Trigonometry.

Course Title: **Science, Technology & Society**
Course Number: **(1st Semester - 5850) (2nd Semester - 5851)**
Course Description: An interdisciplinary approach that investigates local, regional, national, and global issues, examining scientific concepts, technological advances, and environmental problems/concerns. This laboratory **elective** course involves a more detailed look at topics that are introduced in Physical Science and Biology (prerequisites of this course). It stresses the important role of science in everyday life. Emphasis is placed on development of problem solving, research, process, and decision-making skills.



Prerequisite: Passed Physical Science and Biology.

Course Title: **Human Anatomy/Physiology**
Course Number: **(1st Semester - 5833) (2nd Semester - 5843)**
Course Description: Anatomy and physiology is an extensive activity and lab-based **elective** course that integrates the study of the structures and functions of the human body. Areas of study include levels of organization, support and movement, integration and coordination, process and transport, and reproduction. Required in the course are various detailed mammalian dissections. Important components of the course are various projects, review of medical issues, and application of knowledge to technology and society.



Prerequisite: Passed Biology.

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Course Title: **Physics I Honors**
Course Number: **(1st Semester - 5753) (2nd Semester - 5763)**
Course Description: Physics is a physical science laboratory course describing the physical laws governing the universe. **This elective course** involves a description of various types of motion, forces, energy, as well as a host of various wave mechanics concepts, such as: light, sound, and electromagnetic phenomena. Additionally, extensive laboratory research is conducted to reinforce the concepts studied.
Prerequisite: Algebra II. Enrolled in Advanced Algebra/Trigonometry.



Course Title: **Advanced Placement Physics**
Course Number: **(1st Semester - 5768) (2nd Semester – 5769)**
Course Description: The AP Physics course is designed to be the equivalent to the general physics course usually taken during college. This course requires that the student be able to solve analytical and mathematical problems, which include the use of calculus applications. The first half of the year is devoted to mechanics. The second half of the year, the primary emphasis is on classical electricity and magnetism. Students will be required to take the Advanced Placement Physics Exam. College credit may be given for this course upon successfully passing the College Board AP Exam.
Prerequisite: Passed Chemistry and enrolled in Calculus.



Course Title: **Environmental Science**
Course Number: **(1st Semester - 5852) (2nd Semester - 5853)**
Course Description: **Environmental Science is an elective** designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues.
Prerequisite: Passed Biology and Physical Science.



Course Title: **Advanced Placement Environmental Science**
Course Number: **(1st Semester - 5854) (2nd Semester – 5855)**
Course Description: Students receive the same level of instruction, as they would experience at the college level. AP Environmental Science is designed to provide student 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) Physical Science, (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.
Prerequisite: Biology I, Algebra I, and a physical science.



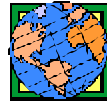
SOCIAL STUDIES

(All courses within this discipline are HOPE Scholarship eligible courses.)

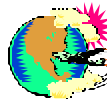
Course Title: **World Geography**
Course Number: **(1st Semester - 6522) (2nd Semester - 6523)**
Course Description: World Geography investigates regions of the world and how these regions influence the historical, economical, political, and cultural development in an interdependent world. The five themes of geography (place, location, region, movement, and human-environment interaction) are used to study the various regions of the world. Emphasis is placed on decision-making, cultural diversity, and the interdependency of today 's world.
Prerequisite: None



Course Title: **Honors World Geography**
Course Number: **(1st Semester - 6527) (2nd Semester – 6529)**
Course Description: World Geography investigates regions of the world and how these regions influence the historical, economical, political, and cultural development in an interdependent world. The five themes of geography (place, location, region, movement, and human-environment interaction) are used to study the various regions of the world. Emphasis is placed on decision-making, cultural diversity, and the interdependency of today 's world. This course is similar to World Geography, except students examine geography in more detail and analyze topics in greater depth.
Prerequisite: None



Course Title: **Advanced Placement Human Geography**
Course Number: **(1st Semester -6548)**
Course Description: The course will follow the instructional goals and descriptions from the College Board. The purpose of the AP Course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.
Prerequisites: None



Course Title: **World History**
Course Number: **(1st Semester - 6532) (2nd Semester - 6542)**
Course Description: World History emphasizes the political, cultural, economic, and social development and growth of civilizations. It examines the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict, and the emerging interdependence of nations in the twentieth century.
Prerequisite: None



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Course Title: **Honors World History**
Course Number: **(1st Semester - 6543) (2nd Semester - 6544)**
Course Description: Honors World History emphasizes the political, cultural, economic, and social development and growth of civilizations. It examines the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict, and the emerging interdependence of nations in the twentieth century. This course is similar to World History, except students examine history in more detail and analyze events in greater depth.



Prerequisite: None

Course Title: **Advanced Placement World History**
Course Number: **(1st Semester – 6545) (2nd Semester - 6547)**
Course Description: Advanced Placement World History conforms to College Board topics for the Advanced Placement World History Examination. The course explores six themes that include: (1) impact of interaction among major societies; (2) relationship of change and continuity across world periods; (3) impact of technology and demography on people and environment; (4) systems of social and gender structure; (5) cultural and intellectual developments and interactions among and within societies; and (6) changes in functions and structures of states and in attitudes toward states and political identities.



Prerequisite: AP Human Geography or Honors Geography suggested

Course Title: **U.S. History**
Course Number: **(1st Semester - 6552) (2nd Semester - 6562)**
Course Description: United States History is a required survey course. Topics include the social, political, technological, and economic issues relating to the history of the United States from the colonial era through the present. Basic social studies skills and critical thinking are integrated and reinforced into each area of United States History.



Prerequisite: None

Course Title: **Honors U.S. History**
Course Number: **(1st Semester -6554) (2nd Semester -6556)**
Course Description: United States History is a required survey course. Topics include the social, political, technological, and economic issues relating to the history of the United States from the colonial era through the present. Social studies skills and critical thinking are integrated and reinforced into each area of United States History. This course is similar to U.S. History, except students examine U.S. history in more detail and analyze topics in greater depth.



Prerequisite: None

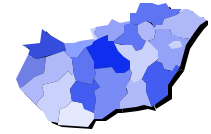
Course Title: **Advanced Placement U.S. History**
Course Number: **(1st Semester - 6574) (2nd Semester - 6584)**
Course Description: Advanced Placement United States History conforms to College Board topics for the Advanced Placement United States History Examination. The course explores discovery and 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, and World War II through the present.



Prerequisite: AP Human Geography or AP World History recommended.

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Course Title: **Advanced Placement European History**
Course Number: **6590**



Course Description: Advanced Placement European History conforms to the College Board topics for the Advanced Placement European History Examination. The study of European History since 1450 examines cultural, economic, political, and social developments that played a fundamental role in shaping the world. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes of European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Prerequisites: AP Human Geography, Honors Geography, Honors or AP World History, Honors or AP United States History suggested

Course Title: **Economics**
Course Number: **6632**



Course Description: Economics is a survey course that is required for graduation and is taken in the 12th grade. Topics include comparative economic systems, U.S. economic institutions, fiscal policy, international interdependence, business and market structure, scarcity, supply and demand, and consumerism. Economics integrates and reinforces critical thinking and basic social studies skills.

Prerequisite: None

Course Title: **Honors Economics**
Course Number: **6634**



Course Description: Economics is a survey course that is required for graduation and is taken in the 12th grade. Topics include comparative economic systems, U.S. economic institutions, fiscal policy, international interdependence, business and market structure, scarcity, supply and demand, and consumerism. Economics integrates and reinforces critical thinking and basic social studies skills. This course is similar to Economics, except students examine economics in more detail and analyze topics in greater depth.

Prerequisites: None

Course Title: **American Government**
Course Number: **6512**



Course Description: Government is a survey course of the U.S. system of government and is to be taken in the 12th grade. Topics covered include the origins of government, the English influence on the American system, the U.S. Constitution, individual rights of citizens, citizenship, the election process, state and local governments, and the three branches of government. It integrates and reinforces the basic social studies skills and critical thinking.

Prerequisite: None

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Course Title: **Honors American Government**
Course Number: **6516**
Course Description: Government is a survey course of the U.S. system of government and is to be taken in the 12th grade. Topics covered include the origins of government, the English influence on the American system, the U.S. Constitution, individual rights of citizens, citizenship, the election process, state and local governments, and the three branches of government. It integrates and reinforces the basic social studies skills and critical thinking. This course is similar to American Government, except students examine American government in more detail and analyze topics in greater depth.
Prerequisite: None



Course Title: **Advanced Placement U.S. Government**
Course Number: **6513**
Course Description: Advanced Placement Government is a one-semester course that conforms to College Board topics for the AP Government Examination. This course explores constitutional underpinnings of the United States government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, civil rights, and civil liberties. AP United States History recommended.
Prerequisite:



Course Title: **Psychology**
Course Number: **6642**
Course Description: Psychology is an elective survey course. Topics include the history of psychology, the study of learning, memory and thought, theories of personality, insights into stress and conflict, factors influencing motivation and emotion, social and moral development, and types of mental illnesses and their treatment. It integrates and reinforces the basic social studies skills and critical thinking.
Prerequisite: None



Course Title: **Advanced Placement Psychology**
Course Number: **(1st Semester -6644) (2nd Semester -6646)**
Course Description: Advanced Placement Psychology conforms to College Board topics for the Advanced Placement Psychology Examination. The course explores the systematic and scientific study of the behavior and mental processes of human beings and other animals. Psychological facts, principles, and phenomena associated with the various subfields of psychology will be introduced. AP World History, AP United States History recommended.
Prerequisite:



Course Title: **Sociology**
Course Number: **6672**
Course Description: Sociology is an elective survey course. Topics include the background of sociology, sociological research and methods, insights into culture, socialization skills and influences, and social institutions. It integrates and reinforces the basic social studies skills and critical thinking.
Prerequisite: None



Henry County Schools – “Ensuring Success for Each Student”
CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

Environmental & Agricultural Science Cluster

Course Title: AgriScience I (Located at ELHS, LHS, UGHS, DHS, OHS)
Course Number: (1st Semester - 2542) (2nd Semester - 2543)
Course Description: Students are introduced to the business and science of agriculture. Units of study include plant and soil science, animal science, and local and international agriculture. Lab activities might include collecting and testing garden soil, hatching and raising bobwhite quail, growing a hydroponic crop, and growing and selling plants through the greenhouse. All students participate in the Future Farmers of America (FFA) student organization.



Prerequisite: None

Course Title: AgriScience II (Located at ELHS, LHS, & UGHS, DHS, OHS)
Course Number: (1st Semester - 2545) (2nd Semester - 2546)
Course Description: This course focuses on natural resource and wildlife management, and small animal care. Topics include forestry, soil and water conservation, and wildlife management. Lab activities include land judging, identifying macro-invertebrates from local streams, identifying wildlife tracks and bird calls, diagnosing diseases of forest trees, and caring for a variety of animals and reptiles. All students participate in the Future Farmers of America (FFA) student organization.



Prerequisite: AgriScience I

Course Title: AgriScience III (Located at ELHS, LHS, & UGHS, DHS, OHS)
Course Number: (1st Semester - 2548) (2nd Semester - 2549)
Course Description: Horticulture and landscaping are emphasized in this course. Students develop hand-drafted and computer-generated landscape designs, install landscape plants on campus, manage a small fruits garden, and construct cold frames, compost bins, and hydroponic systems. All students participate in the Future Farmers of America (FFA) student organization.



Prerequisite: AgriScience II

Course Title: AgriScience IV (Located at ELHS, LHS, & UGHS, DHS, OHS)
Course Number: (1st Semester - 2552) (2nd Semester - 2553)
Course Description: The fourth-year course enables students to gain greater knowledge and skill in specialized areas of agricultural science and/or production agriculture. All students participate in the Future Farmers of America (FFA) student organization.



Prerequisite: AgriScience III

Course Title: Work Based Learning - See Work Based Learning Section

Business & Information Technology Cluster
Business, Marketing and Information Management

Course Title: Computer Applications – Grades 9-12
Course Number: (1st Semester - 0372) (2nd Semester - 0392)
Course Description: Knowing how to use computer applications software is a basic skill for everyone. Students in this course become proficient in word processing, database, spreadsheet, publishing, and presentations software. This course, or demonstrated competency, is a prerequisite for all other courses in Information Technology.



Prerequisite: None

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Course Title: **Multimedia Presentations & Communication Technology – Grades 10-12**
Course Number: **(1st Semester - 2586) (2nd Semester - 2588)**
Course Description: This course emphasizes the development of skills required for improved productivity in producing and editing electronic communications and professional business presentations incorporating multimedia. Students will create, format, illustrate, design, and print business presentations and utilize communication software applications to manage contacts, send/receive e-mail, organize notes and tasks, and use calendar tools. Upon completion of this course, students will be able to participate in certification examinations for presentation and communication software applications. Competencies for the co-curricular student organization Future Business Leaders of America (FBLA) are incorporated.
Prerequisite: Computer Applications or Demonstrated Competency



Course Title: **Programming and Systems Management – Grades 10-12**
Course Number: **(1st Semester - 2590) (2nd Semester - 2600)**
Course Description: Students in this course learn basic programming concepts, applied programming languages, software development, and database administration
Prerequisite: Computer Applications or Demonstrated Competency, and Algebra I



Course Title: **Accounting I - Grades 10-12**
Course Number: **(1st Semester - 0102) (2nd Semester - 0112)**
Course Description: Students in Accounting I obtain a thorough background in accounting procedures used to operate a business. Perform both manual and automated accounting functions. This is an essential course for students interested in a career in business.
Prerequisite: Computer Applications or Demonstrated Competency



Course Title: **Accounting II – Grades 11-12**
Course Number: **(1st Semester - 0122) (2nd Semester - 0132)**
Course Description: This course expands your knowledge of accounting. Topics include corporate accounting, management and cost accounting, and financial analysis. Students develop enhanced skills to gain an advantage in employment and in college-level accounting. This course allows students to expand.
Prerequisite: Accounting I



Course Title: **Banking – Grades 10-12**
Course Number: **(1st Semester - 0184) (2nd Semester - 0186)**
Course Description: Using project-based instruction, students are introduced to the basics of the banking system; bank operating procedures, negotiable instruments, and the deposit and credit functions of banks. Methods used for measuring the financial performance of banks are analyzed. Specialized brokerage products, current issues, and future trends in banking are examined. Students explore the major functions of bank employees by completing a flow-of-work simulation. Business partnerships with community banks, guest speakers, field trips, and work-based learning activities can be incorporated in this course.
Prerequisite: Computer Applications or Demonstrated Competency



Henry County Schools – “Ensuring Success for Each Student”

Course Title: **International Business – Grades 10-12**
Course Number: **(1st Semester - 0242) (2nd Semester - 0243)**
Course Description: This course focuses on raising awareness of the interrelatedness of one country's political policies and economic practices on another; learning to improve international business relations through appropriate communication strategies; understanding the global business environment and the interconnectedness of cultural, political, legal, economic, and ethical systems; identifying forms of business ownership and international business opportunities; and exploring basic concepts underlying international finance, management, marketing, and trade relations. This course will assist students in their ability to analyze world economic trends and their impact on business and financial decisions. Competencies for the co-curricular student organization Future Business Leaders of America (FBLA) are incorporated.
Prerequisite: Computer Applications or Demonstrated Competency



Course Title: **Communications for Business – Grades 10-12**
Course Number: **(1st Semester - 3008) (2nd Semester - 3010)**
Course Description: This course utilizes a project-based approach to encourage mastery of the oral and written communication skills essential for interacting effectively with people in the workplace and in society. International communication is constantly evolving and an appreciation and understanding of international communication strategies is critical to one's future success. Of equal importance is the development of technology and processing skills critical for acquiring, interpreting, evaluating, and managing information. Competencies for the co-curricular student organization Future Business Leaders of America (FBLA) activities are incorporated throughout instructional strategies.
Prerequisite: Computer Applications or Demonstrated Competency



Course Title: **Marketing Principles – Grades 10-12**
Course Number: **(1st Semester - 3001) (2nd Semester - 3002)**
Course Description: Marketing Principles addresses the ways in which marketing satisfies consumer and organizational needs and wants for products and services. Students develop an understanding of basic marketing concepts and the role of marketing in business and develop skills in applying economic concepts to: marketing distribution and logistics, marketing information management, product/service planning, pricing mixes, promotional strategies, and personal selling.
Prerequisite: Computer Applications or Demonstrated Competency



Course Title: **Marketing via the Internet – Grades 11-12**
Course Number: **(1st Semester - 3004) (2nd Semester - 3006)**
Course Description: Marketing via the Internet covers all functions of marketing from the standpoint of conducting business on the Internet. Students develop skills in using the Internet as a marketing tool, conducting a marketing analysis via the Internet, planning marketing support activities, managing an Internet marketing campaign, managing/owning a business via the Internet and analyzing the impact of the Internet on global marketing.
Prerequisite: Marketing Principles



Course Title: **Work Based Learning - See Work Based Learning Section**

Henry County Schools – “Ensuring Success for Each Student”
Health & Human Services Cluster
Healthcare Science Technology Education

Course Title: **Healthcare Science Technology I – Grades 9-12**
Course Number: **(1st Semester – 8572) (2nd Semester – 8573)**
Course Description: Students are introduced to Healthcare Science Technology in the therapeutic, diagnostic, environmental and information careers. Competencies for the co-curricular student organization Health Occupations Students of America (HOSA) are incorporated throughout instructional strategies.



Prerequisite: None

Course Title: **Healthcare Science Technology II – Grades 10-12**
Course Number: **(1st Semester – 8582) (2nd Semester – 8592)**
Course Description: Students will build upon the knowledge and skills acquired in Healthcare Science Technology I. Key areas of study include applied anatomy, physiology, pathophysiology, first aid skills, and infant/child basic life support. Students have the opportunity to earn *First Aid Certification* and audit *CPR Recertification*. Competencies for the co-curricular student organization Health Occupations Students of America (HOSA) are incorporated throughout instructional strategies.



Prerequisite: Healthcare Science Technology I

Course Title: **Therapeutic Medical Technology – Grades 10-12**
Course Number: **(1st Semester – 8236) (2nd Semester – 8234)**
Course Description: This course provides exposure to the fundamental principles of kinesiology and exercise physiology used in a therapeutic medicine. It includes both classroom instruction and hands-on laboratory experiences in the development of skills required in therapeutic medicine. Areas of study include kinesiology, anatomy and physiology, exercise physiology, exercise testing, and sports nutrition. Competencies for the co-curricular student organization Health Occupations Students of America (HOSA) are incorporated throughout instructional strategies.




Prerequisite: Healthcare Science Technology II

Course Title: **First Responder – Grades 11-12**
Course Number: **(1st Semester 8533) (2nd Semester 8535)**
Course Description: This course is designed to introduce students to emergency medical care by providing an overview of EMS operation; medical, legal, and ethical issues that impact emergency care; anatomy and physiology; emergency packaging and transferring of patients; physical exam of trauma/medical patients; and public safety communications. Students are involved in EMS operations mock scenarios involving assistance with triage/mass casualty and extrication of victims in both simple and complex access situations. This course gives an on-campus alternative to the students not accepted into the Nursing Assistant class. Students in the First Responder class are not required to leave campus for required clinical experience; all students requiring the third year of a concentrated area in Career/Technology would have the opportunity to complete that requirement. Competencies for the co-curricular student organization Health Occupations Students of America (HOSA) are incorporated throughout instructional strategies.





Prerequisite: Healthcare Science Technology II

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Course Title:	Nursing Assistant – Grades 11-12	
Course Number:	(1st Semester -2445) (2nd Semester -2447)	
Course Description:	This course is designed to provide students with skills necessary to function as a Nursing Assistant in a variety of health care settings. Nursing Assistant introduces students to a variety of skills such as patient care, legal and ethical issues, documentation, anatomy and physiology, and nutrition in preparation for certification as a Certified Nursing Assistant (CNA). Competencies for the co-curricular student organization Health Occupations Students of America (HOSA) are incorporated throughout instructional strategies.	
Prerequisite:	Healthcare Science Technology II	

Health & Human Services Cluster Introduction to Teaching

Course Title:	Introduction to Teaching– Grades 11-12	
Course Number:	(1st Semester - 9106)	
Course Description:	Designed to introduce the beginning student to the field of education through different perspectives: the <i>learner</i> , the <i>teacher</i> , and the <i>school</i> . An additional focus reflects on the reform movement underway in education and leads students to a future career in teaching. Students will participate in Future Educators of America (FEA) and the Professional Association of Georgia Educators (PAGE).	
Prerequisite:	Early Childhood Education I strongly recommended	

Course Title:	Teaching as a Professional Career – Grades 11-12	
Course Number:	(2nd Semester - 9112)	
Course Description:	Student in this course continue to develop personal educational philosophy that is grounded in theory while focusing on real-world learning experiences through observations and other field experiences in an educational setting. Students will participate in Future Educators of America (FEA) and the Professional Association of Georgia Educators (PAGE).	
Prerequisite:	Introduction to Teaching	

Health & Human Services Cluster Family & Consumer Science

Course Title:	Foundations of Family and Consumer Science (Grades 9-12)	
Course Number:	(1st Semester - 2444) (2nd Semester - 2446)	
Course Description:	Students develop knowledge and skills needed to manage their lives by exploring the impact of today’s choices on tomorrow’s possibilities. Emphasis is on leadership, human development, family and parenting education, consumer economics and resource management, housing and living environments, nutrition and foods, textiles and apparel, and career preparation. Critical skills in decision-making, problem solving, critical thinking, technology, work and family management, and contextual learning through authentic experiences. Competencies for the co-curricular student organization Family, Career and Community Leaders of America (FCCLA) are integral components.	
Prerequisite:	None	

Henry County Schools – “Ensuring Success for Each Student”

Course Title: Introduction to Interior Design I Grades 11-12
Course Number: (1st Semester - 8900) (2nd Semester - 8901)
Course Description: Introduction to Interior Design I includes classroom instruction as well as hands-on projects. This class is designed to prepare students to understand the influences affecting the interior design industry today, and to become aware of the array of career opportunities in the field. Areas of study include: trends and issues; elements of design; and interior design principles. Competencies for the co-curricular student organization Family, Career and Community Leaders of America (FCCLA) are integral components.

Prerequisite: Foundations of Family and Consumer Science



Course Title: Introduction to Family and Family Services – Grades 10-12
Course Number: (1st Semester - 2438) (2nd Semester - 2440)
Course Description: Students get a comprehensive overview of the family and family services field, including social changes, the social environment, issues in the field, balancing work and family, and an in-depth look at professional/employment opportunities in the industry. Students also develop skills in several of the functional areas identified in the national *Community Support Skills Standards* including participant empowerment, communication, and advocacy. Competencies for the co-curricular student organization Family, Career and Community Leaders of America (FCCA) are integral components of both the core employability indicators for success standards and the technical skills standards, and FCCLA activities should be incorporated throughout instructional strategies developed for the course.

Prerequisite: Foundations of Family and Consumer Science



Health & Human Services Cluster Early Childhood Education

Course Title: Early Childhood Education I – Grades 10-12
Course Number: (1st Semester - 2470) (2nd Semester - 2471)
Course Description: In this course students gain an understanding of the growth and development of children, create learning activities for young children, organize and operate a preschool for children ages 3-5, and develop the personal and professional qualities required of care providers and early childhood educators. Competencies for the co-curricular student organization Family, Career and Community Leaders of America (FCCLA) are integral components.

Prerequisite: Foundations of Family & Consumer Science or Instructor Approval



Course Title: Early Childhood Education II – Grades 11-12
Course Number: (1st Semester - 2472) (2nd Semester - 2473)
Course Description: This course allows students to expand their understanding of children through internship experiences in day care, preschool, and/or elementary school settings. Topics include lesson planning, story telling, organizing group activities, discipline strategies health and safety issues, and developing a personal portfolio. Competencies for the co-curricular student organization Family, Career and Community Leaders of America (FCCLA) are integral components.

Prerequisite: Early Childhood Education I



Henry County Schools – “Ensuring Success for Each Student”
Health & Human Services Cluster
Professional Foods

Course Title:

Professional Foods I – Grades 11-12

Course Number:

(1st Semester - 2434) (2nd Semester - 2436)

Course Description:

This course prepares students for employment in a wide spectrum of food industry careers, including (but not limited to) food production and services, food science, dietetics, nutrition, hospitality, and tourism. The course of study includes the development of skills in such areas as career planning, food safety and sanitation, accident and injury prevention, kitchen basics, operating and maintaining commercial utensils and equipment, preparation of commercial food items, the art of service, controlling costs, food management functions, and customer relations.



Prerequisite:

Foundations of Family and Consumer Science

Course Title:

Professional Foods II (UGHS & LHS)

Course Number:

(1st Semester -2474) (2nd Semester -2479)

Course Description:

Professional Foods II enhances level-one competencies by providing a broader exposure to the food and hospitality industry, including tourism and lodging as it relates to food. Class experiences build on previous instruction in such areas of study as food safety and sanitation procedures, internal and external customer service and guest relations, food preparation, dietary guidelines and nutritional values, menu planning and design, purchasing and inventory control, cost analysis, business management and marketing strategies, and lodging and tourism. In addition to classroom and laboratory work, the student will complete a minimum of 200 hours of work based learning.



Prerequisite:

Professional Foods I and instructor approval.

Health & Human Services Cluster
Cosmetology

Course Title:

Cosmetology I (Located at HCHS)

Course Number:

(1st Semester - 8172) (2nd Semester – 8173)

Course Description:

This is a one-hour course where students are introduced to the field of Cosmetology. Topics include safety, professional image, bacteriology, sterilization, and sanitation. Students get hands-on experience in shampooing, scalp and hair treatments, hair styling, perm waving, chemical relaxing, hair cutting, manicuring, and pedicures.



Prerequisite:

None

Course Title:

Cosmetology II (Located at HCHS)

Course Number:

(1st Semester - 8192) (2nd Semester – 8193)

Course Description:

This is a two-hour course where students gain experience in hair coloring, hair lightening, finger waving, advanced shaping and pin curls, thermal hair styling, hair removal, facials, and facial make-up. All assignments are designed to prepare students for the state cosmetology license examination.



Prerequisite:

Cosmetology I and instructor approval

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Course Title: Cosmetology III (Located at HCHS)
Course Number: (1st Semester - 8212) (2nd Semester – 8222)
Course Description: A two-hour course that focuses on extensive live work experience. Topics of study include skin and hair chemistry, and salon management. Students are prepared for the state cosmetology license examination, continuing education, and entry into the workforce.
Prerequisite: Cosmetology II and instructor approval



Course Title: Work Based Learning - See Work Based Learning Section

Military Science Cluster

NAVY JROTC (SHS, UGHS, LHS, ELHS)

Course Title: Naval Science I: Introduction to NJROTC, Cadet Field Manual
Course Number: (1st Semester - 5012) (2nd Semester - 5022)
Course Description: This course combines all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership and communications, and helps students understand the mission, goals and opportunities available as members of the NJROTC program. Students develop an understanding of our nation, our values, traditions, heritage, respect for our laws, and becoming informed responsible citizens. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite: None



Course Title: Naval Science II: Maritime History, Nautical Sciences
Course Number: (1st Semester - 5032) (2nd Semester - 5042)
Course Description: Naval Science II further develops the traits of citizenship and leadership in students and introduces cadets to the maritime history of the world and the United States from the American Revolution up to the present time. Core technical skills that are mastered through integration include geography, oceanography, astronomy, physical science, meteorology, and weather. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite: Naval Science I



Course Title: Naval Science III: Naval Knowledge, Orientation and Skills
Course Number: (1st Semester - 5052) (2nd Semester - 5062)
Course Description: Third year Naval Science further develops the foundation in citizenship and leadership providing classroom and contextual application in Naval Organization and ship, an expounding upon the virtues of United States citizenship with knowledge of uses of the world's waterways through the viewpoint of National power and International law. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite: Naval Science II



Henry County Schools – “Ensuring Success for Each Student”

Course Title:	Naval Science IV: Leadership and Skills, Effective Communication
Course Number:	(1st Semester - 5072) (2nd Semester - 5082)
Course Description:	In Naval Science IV students take a more in-depth look at what leadership is, learn how to maximize leadership abilities, effective communication, and draw parallels to leadership in the unit to the school, community, and life. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.
Prerequisite:	Naval Science III



AIRFORCE JROTC (DHS)

Course Title:	Air Force I: Aerospace Science: Frontiers of Aviation History
Course Number:	(1st Semester - 5092) (2nd Semester - 5102)
Course Description:	Frontiers of Aviation History is a course that focuses on the frontiers of aviation history. The course is designed to allow students to apply the material. Thus, it is important that the application level activities be emphasized. The course is designed to enable the student to sort through the key aspects of the historical development of flight and the role of the military in history. Students develop and illustrate ideas about attempts to fly in ancient civilizations throughout the world, the first record of scientific study, first flights, and the impact aviation had on the conduct of war. The course enables the students to distinguish the United States' position at wartime and how wars brought about the development of new weapons, new methods of warfare, new aircraft, more pilots, and the need for pilot training. The course is designed for students to examine the historical development of flight and the role of the military in history. Students explore the U.S. policy of containing the spread of communism and the role of air power during the Korean War, the Cuban Missile Crisis, and the Vietnam War. The students review the peaceful roles and missions in support of national objectives in which the military is involved, and the value of air power during the Persian Gulf War.
Prerequisite:	None



Course Title:	Air Force II: Leadership, Introduction, Drill and Ceremonies (DHS)
Course Number:	(1st Semester - 5112) (2nd Semester - 5122)
Course Description:	In Leadership Education, the students identify the history, mission, purpose, goals, objectives, and importance of the Air Force Junior Reserve Officer Training Corps (AFJROTC). They develop an understanding of the importance of attitude, discipline, respect, and practice values and ethics that are so important for self-growth. The students demonstrate the importance of individual self-control and how an effective stress management program improves the quality of life. The Leadership Education portion of the course explains why courtesies are rendered to the United States flag and the National Anthem. The students model being good, democratic citizens and study different forms of governments. The students practice wellness techniques and encourage others to live healthy lifestyles. The students use first aid techniques to minimize injury and harm to themselves and others. The importance of staying well permeates their studies. Students begin to conduct basic individual drill and ceremonies demonstrations, and must adhere to establish grooming standards by exemplifying proper wearing of the United States Air Force uniform.



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In Drill and Ceremonies students cover the basic aspects of drill. Students learn the importance, purpose, and meaning of military drill terms, the significance of the United States Flag, positions and movements required of each individual in forming elements, flights, and squadrons and the commands to execute those positions and movements. Students also learn about the drill of the flight and squadron.

The performance standards in this course are based on the performance standards identified in the curriculum for the United States Air Force Junior Reserve Officer Training Corps (AFJROTC). Successful completion of at least 3 units of credit of the AFJROTC programs will qualify the students for advanced placement in a college ROTC program or accelerated promotion in the military service.

Prerequisite:

Air Force I

Course Title:

Air Force III: Aerospace Science: Science of Flight (DHS)

Course Number:

(1st Semester - 5132) (2nd Semester - 5142)

Course Description:

Aerospace Science: The Science of Flight is a course that focuses on the science of flight. Students explore the aerospace environment and the human requirements of flight. Students identify the basic facts and general principles of the atmosphere and the elements of weather. Learning the weather elements and a general understanding of how all these parts interact to give us the weather is critical to understanding the aerospace environment. After developing an understanding of the environment, how environment affects flight is introduced. The students study the human circulatory system, the effects of acceleration and deceleration, and protective equipment to understand their use in the aerospace environment. The course is designed to introduce the students to the principles of aircraft flight navigation, theory of flight and basic aeronautics. The students determine why the forces of lift, weight, thrust and drag are essential to successful flight. Students practice basic navigation, including map reading, course plotting, and the effects of wind.

The performance standards in this course are based on the performance standards identified in the curriculum for the United States Air Force Junior Reserve Officer Training Corps (AFJROTC). Successful completion of at least 3 units of credit of the AFROTC programs will qualify the students for advanced placement in a college ROTC program or accelerated promotion in the military service.

Prerequisite:

Air Force II



Course Title:

**Air Force IV: Leadership, Intercommunication Skills,
Unlocking Your Potential (DHS)**

Course Number:

(1st Semester - 5152) (2nd Semester - 5162)

Course Description:

In leadership education, written reports and speeches compliment the course material. The students develop communications skills and participate in cadet corps activities. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. These activities emphasize the concepts of effective communication. The course work allows students to examine themselves in relation to others, and the society in which they live. The course also builds communication and interpersonal skills. The students focus on team building to improve quality and productivity. They develop an understanding of the complexity of leadership and its contribution to mission accomplishment.

Unlocking Your Potential (UYP) prepares and inspires the students to succeed in life by setting goals. It explains how setting goals and creating positive habits pave the road to success. It also helps build self-esteem and motivates the



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student’s inner strength. It shows the students they have the potential to believe and accomplish anything they desire.

The performance standards in this course are based on the performance standards identified in the curriculum for the United States Air Force Junior Reserve Officer Training Corps (AFJROTC). Successful completion of at least 3 units of credit of the AFJROTC programs will qualify the students for advanced placement in a college ROTC program or accelerated promotion in the military service.

Prerequisite:

Air Force III

Technical & Engineering Cluster Engineering Drawing

Course Title:

Introduction to Engineering Drawing – Grades 9-12

Course Number:

(1st Semester -2624) (2nd Semester - 2626)

Course Description:

Introduces the engineering drawing and design field with emphasis on safety, the correct use of tools and equipment, drafting media, sketching, lettering, alphabet of lines, geometric construction, fundamentals of Computer-Aided Drafting (CAD) and multi-view drawings and workplace Spanish. Students learn traditional drafting techniques through the study of geometric construction at which time they are introduced to computer aided drafting and design.

The standards are aligned with the drafting and design standards in Georgia’s technical colleges, thus helping to qualify students for advanced placement should they continue their education at the postsecondary level. Competencies for the co-curricular student organization Skills USA are integral components the course.

Prerequisite:

Algebra I



Course Title:

Engineering Concepts and Drawings- Grades 10-12

Course Number:

(1st Semester - 2618) (2nd Semester - 2620)

Course Description:

This course further develops students’ knowledge and skills in the engineering drawing and design field. Students learn to illustrate more complex objects using the Computer-Aided Drafting (CAD) system and develop skills in dimensioning, tolerancing, pictorials, sections, auxiliary views, and intersection and developments. CAD tools and software will be used extensively throughout the course. Coursework continues development of workplace Spanish skills.

The standards are aligned with the drafting and design standards in Georgia’s technical colleges, thus helping to qualify students for advanced placement should they continue their education at the postsecondary level. Competencies for the co-curricular student organization Skills USA are integral components the course.

Prerequisite:

Introduction to Engineering Drawing



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Course Title:

Architectural Drawing and Design I

Course Number:

(1st Semester - 2214) (2nd Semester - 2216)

Course Description:

This course introduces students to the basic terminology, concepts and principles of Architectural Design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), sections and details and foundations. CAD tools and software will be used extensively throughout the course. The standards are aligned with the drafting and design standards in Georgia’s technical colleges, thus helping to qualify students for advanced placement should they continue their education at the postsecondary level. Competencies for the co-curricular student organization Skills USA are integral components of the course. This course continues development of workplace Spanish skills.



Prerequisites:

Introduction to Engineering Drawing and Engineering Concepts and Drawings, *or* Instructor Approval

Course Title:

Architectural Drawing and Design II – Grades 11-12

Course Number:

(1st Semester - 2224) (2nd Semester - 2226)

Course Description:

Emphasis is placed on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations. CAD tools and software will be used extensively throughout the course. The standards are aligned with the drafting and design standards in Georgia’s technical colleges, thus helping to qualify students for advanced placement should they continue their education at the postsecondary level. Competencies for the co-curricular student organization Skills USA are integral components of both the core employability indicators for success and the technical skills standards, and Skills USA activities should be incorporated throughout instructional strategies developed for the course. This course continues development of workplace Spanish skills.



Prerequisites:

Introduction to Engineering Drawing, Engineering Concepts and Drawings and Architectural Drawing and Design I *or* Instructor Approval

Technical & Engineering Cluster Engineering Technology

Course Title: **Engineering Technology I – Grades 9-12 (UGHS, HCHS, LHS, ELHS)**
Course Number: **(1st Semester -2614) (2nd Semester - 2616)**
Course Description: Engineering Technology I introduces the three technology education clusters—energy and power, production, and communication—and emphasizes increased capability with a greater variety of tools, materials, processes, career awareness, and reinforcement of basic skills and core competencies. The course uses a modular delivery system for computer-aided drafting, computer-aided publishing, computer numerical control, robotics, fluidics, automation, lasers, and alternative energy. It includes individual, team, and group activities. This course includes an emphasis on workplace Spanish.
Prerequisite: None



Course Title: **Engineering Technology II – Grades 10-12 (UGHS, HCHS, LHS, ELHS)**
Course Number: **(1st Semester - 2608) (2nd Semester - 2610)**
Course Description: This course enhances level-one skills and introduces additional materials, processes, and careers with continued reinforcement and application of basic skills and core competencies. The course includes additional modules and individual, team, and group activities and includes an emphasis on workplace Spanish.
Prerequisite: Introduction to Technology I



Course Title: **Pre-Engineering I – Grades 9-12 (DHS, OHS, SHS)**
Course Number: **(1st Semester - 2603) (2nd Semester - 2605)**
Course Description: Pre-Engineering is the introduction to principles and activities peculiar to the field of Engineering. Pre-Engineering involves the practical application of scientific and mathematical principles for the purpose of solving real world and/or simulated problems and communicating technical information. Students use tools and materials to design, engineer and evaluate products and systems as a means of examining the relationship of technology on society as well as society on technology. This course includes an emphasis on workplace Spanish.
Prerequisite: Computer Applications or Demonstrated Competency



Course Title: **Pre-Engineering II – Grades 10-12 (DHS, OHS, SHS)**
Course Number: **(1st Semester - 2607) (2nd Semester – 2609)**
Course Description: Advanced Engineering Technology is the introduction to principles and activities regarding a form of energy that comes from the movement of electrons and protons produced through friction, chemical action or induction. Advanced Engineering Technology also involves the study of the movement of the electrons through different materials including conductors, insulators, semiconductors, and superconductors. Advanced Engineering Technology involves the practical application mathematical principles for the purpose of solving real world and/or simulated problems and communicating technical information. This course continues emphasis on workplace Spanish
Prerequisite: Pre-Engineering I



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Course Title: **Engineering Principles – Grades 11-12 (DHS, OHS, SHS)**
Course Number: **(1st Semester – 2601 (2nd Semester - 2604)**
Course Description: The study of engineering principles allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities in an engineering setting. This is accomplished using computer-aided design (CAD), electronics, computer simulations, and critical-thinking strategies within engineering. Students will determine the quality of products and services, examine safety concerns, and conduct lab tests. Students gain an understanding of career opportunities available in the engineering and related fields. This coursework continues emphasis on workplace Spanish.
Prerequisite: Engineering Technology I, Introduction to Engineering Drawing and Instructor Approval



Course Title: **Engineering Applications Grades 11-12 (DHS, OHS, SHS)**
Course Number: **(1st Semester - 2611) (2nd Semester - 2613)**
Course Description: This advanced course of study in the engineering field is recommended for students in Grades 11-12. Students conduct research and/or design an engineering project. Students sharpen their aptitude and expand their interest through experiences in the field of engineering. The course enables them to make an informed career choice through the study, application, and practice of mechanical, electrical, and other engineering systems. Projects will reinforce the application of communication, mathematics, and science. Computer programs will be used extensively in this course to enable the students to visualize, solve and report on complex design problems. This coursework includes an emphasis on workplace Spanish.
Prerequisite: Engineering Technology I, Introduction to Engineering Drawing and Instructor Approval



Technical & Engineering Cluster Information Technology

Course Title: **Information Technology Foundations – Grades 10-12**
Course Number: **(1st Semester - 2598) (2nd Semester - 2599)**
Course Description: This course develops basic skills in information technology, software systems management, operating systems, data communications, networking, the Internet, and basic concepts of programming. Students also develop an awareness of the social, ethical, and legal issues in the information technology field.
Prerequisite: Pre-Engineering Technology I or Computer Applications



Course Title: **Foundations of Information Services and Support – Grades 11-12**
Course Number: **(1st Semester - 8794) (2nd Semester - 8798)**
Course Description: Students learn the details of operating systems, networking, and system installation and maintenance necessary to keep computer systems working at their best. Includes both software and hardware components. Students will develop transferable skills in the areas of computer repair and maintenance, DOS, Windows, PC servicing, PC troubleshooting, printing, and networking. Successful students may earn certificates in NET+ and/or A+, both of which are in accordance with industry standards required for computer installation and repair.
Prerequisite: Information Technology Foundations



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Course Title: **Operating Systems and Management – Grades 11-12 – (HCHS)**
Course Number: **(One Semester - 2631)**
Course Description: Students in this course develop an in-depth understanding of the components of computer systems and how operating system software manages the operation of those components. The course includes hardware design, operation, and maintenance, operating systems, basic mainframe concepts, software systems management, and system administration and control.
Prerequisite: Information Technology Foundations



Course Title: **Networking – Grades 11-12 (HCHS)**
Course Number: **(One Semester - 2627)**
Course Description: Students in this course develop the skills necessary for the planning, installation, and management of networks that enable computers to communicate both locally and globally. It includes networking essentials, network architectures, network operating systems, wide-area networks, and network management.
Prerequisite: Information Technology Foundations



Technical & Engineering Cluster **Digital and Broadcast Video**

Course Title: **Digital Media I – Grades 9-12 (DHS & SHS)**
Course Number: **(1st Semester – 230) (2nd Semester – 231)**
Course Description: Students in this course master the fundamentals of graphic design and production. The principles are applied to printed media, digital presentation media, and interactive media. Students are introduced to the design and development of web sites. Included are site planning, page layout, graphic design, and the use of markup languages. Forms and scripts are used to add interactivity and database access to Web sites.
Prerequisite: Computer Applications or Demonstrated Competency



Course Title: **Digital Media II: Web Page design – Grades 10-12 (DHS , OHS, & SHS)**
Course Number: **(1st Semester - 233) (2nd Semester - 234)**
Course Description: Students in this course learn how to design web sites. Included are site planning, page layout, graphic design, and the use of markup languages. Forms and scripts are used to add interactivity and database access to Web sites.
Prerequisite: Digital Media I



Course Title: **Broadcast and Video Production I – Grades 10-12 (DHS, OHS, & SHS)**
Course Number: **(1st Semester - 0464) (2nd Semester - 0466)**
Course Description: This course is the first in a series that prepares the student for employment or entry into a postsecondary education program in the Broadcast/Video Production career field. Topics covered include: history of mass media, terminology, safety, basic equipment, script writing, production teams, production and programming, set production, lighting, recording and editing, studio production and professional ethics. Skills USA-VICA and the Georgia Scholastic Press Association are appropriate organizations for providing leadership training and for reinforcing specific career and technical skills and are considered an integral part of the instructional program.
Prerequisite: Digital Media Design I or Computer Applications/Demonstrated Competency, and Instructor Approval



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Course Title: **Broadcast and Video Production II – Grades 11-12 (DHS, OHS, & SHS)**
Course Number: **(1st Semester - 0468) (2nd Semester - 0469)**
Course Description: This course is the second in a series to prepare for a career in Broadcast/Video production and/or to transfer to a postsecondary program for further study. Topics include: Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance, Advanced Editing Operations, Studio Productions, Performance, Audio/Video Control Systems, Production Graphics, Career Opportunities, and Professional Ethics. Skills USA-VICA and the Georgia Scholastic Press Association are appropriate organizations for providing leadership training and for reinforcing specific career and technical skills and are considered an integral part of the instructional program.

Prerequisite: Broadcast and Video Production I and Instructor Approval



Course Title: **Broadcast and Video Production Practicum I – Grades 11-12 (DHS, OHS, & SHS)**
Course Number: **(1st Semester - 0471) (2nd Semester - 0473)**
Course Description: This course is designed to allow the student to participate in a Broadcast/Video Production environment and develop news and feature broadcasts for use throughout the school. Competencies will be obtained in a laboratory setting on the school campus. Topics include: Production; Communication Skills; and Professional Ethics. Skills USA-VICA and the Georgia Scholastic Press Association are appropriate organizations for providing leadership training and for reinforcing specific career and technical skills and are considered an integral part of the instructional program.

Prerequisite: Broadcast and Video Production I and Instructor Approval



Course Title: **Broadcast and Video Production Practicum II – Grades 11-12 (DHS, OHS, & SHS)**
Course Number: **(1st Semester - 0475) (2nd Semester - 0477)**
Course Description: This course is designed to allow the student to participate in a Broadcast/Video Production environment and develop news and feature broadcasts for use throughout the school. Competencies will be obtained in a laboratory setting on the school campus. Topics include: Production, Communication Skills, and Professional Ethics. Skills USA-VICA and the Georgia Scholastic Press Association are appropriate organizations for providing leadership training and for reinforcing specific career and technical skills and are considered an integral part of the instructional program.

Prerequisite: Broadcast and Video Production I and Instructor Approval



Technical & Engineering Cluster Automotive Service

Course Title: **Introduction to Automotive Service Technology Grades 9-12 (LHS)**
Course Number: **(1st Semester - 8784) (2nd Semester - 8068)**
Course Description: A two-hour course that develops basic technical skills required in steering and suspension, electrical and electronics, brakes, and engine performance. Core Employability Indicators for Success are integrated throughout the course, which utilizes a contextual learning approach.

Prerequisite: Computer Applications/Demonstrated Competency or Engineering Technology I



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Course Title: Foundations of Automotive Services Technology Grades 10-12 (LHS)
Course Number: (1st Semester - 8788) (2nd Semester - 8068)
Course Description: A two-hour course that focuses on technical skill development in steering and suspension systems diagnosis and repair, general electrical system diagnosis and repair, and general engine diagnosis and repair, utilizing both computerized instructional classrooms and contextual learning laboratories.
Prerequisite: Introduction to Automotive Service Technology or Instructor Approval



Course Title: Intermediate Automotive Service (Grades 11-12 LHS)
Course Number: (1st Semester - 8784) (2nd Semester - 8068)
Course Description: A two-hour course that focuses on technical skill development in such areas as the diagnosis and repair of electronically controlled steering and suspension systems, hydraulic and disc brake diagnosis and repair, computerized engine controls diagnosis and repair, and electrical systems, and accessories diagnosis and repair utilizing both technical instructional classrooms and contextual learning laboratories.
Prerequisite: Foundations of Automotive Service Technology and Instructor Approval



Course Title: Advanced Automotive Service Technology Grades 11-12 (LHS)
Course Number: (1st Semester - 8786) (2nd Semester - 8068)
Course Description: A two-hour course that focuses on mastery of technical skills in suspension and steering systems, brakes, electrical/electronic systems, and engine performance utilizing both technical instructional classrooms and contextual learning laboratories
Prerequisite: Foundations of Automotive Service Technology and Instructor Approval



**Technical & Engineering Cluster
Construction Technology**

Course Title: Fundamentals of Construction – Grades 9-12 (SHS)
Course Number: (1st Semester - 8066) (2nd Semester - 8068)
Course Description: A one-hour course encompassing the basics and fundamentals of common technical and core skills that include safety, mathematics, hand tools, power tools, blueprint reading, and basic rigging. Mastery of these competencies is essential to accomplishment of all subsequent, more advanced construction competencies. This coursework includes an emphasis on workplace Spanish.
Prerequisite: None



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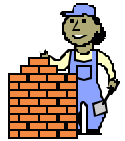
Course Title: **Introduction To Building – Grades 10-12 (SHS)**
Course Number: **(One-Semester Course-8064)**
Course Description: A two-hour course that is designed to acquaint students with the four major technical occupations within the building industry (carpentry, electrical, masonry, plumbing, and supervising). A variety of activities equip students with the technical skills needed to select a building construction occupation, enter the workforce, and continue to advance in one of these specialized building construction occupations. Experiences include an introduction to the basic requirements of each of these fields, the structure and nature of career opportunities, an introduction to the types of training and skills required, and use of specialized tools, equipment, and materials. The course blends instructional technical classroom experiences with performance-based, construction-related lab activities. This course continues emphasis on workplace Spanish.

Prerequisite: Fundamentals of Construction



Course Title: **Masonry I – Grades 10-12 (SHS)**
Course Number: **(One-Semester Course-8056)**
Course Description: A two-hour course designed to provide students with skills required to work safely and supervise the masonry job site; to enable them to use mathematics to correctly figure distances, areas, and volumes for masonry construction work; and to introduce the methods and procedures used in masonry unit installation. Competencies include laying brick and block and using mortar to bond masonry units and patterns. Mastery development in constructing wythes, courses, pyramids, corners, and columns are emphasized. This course continues emphasis on workplace Spanish.

Prerequisite: Introduction to Building



Course Title; **Plumbing I – Grades 10-12 (SHS)**
Course Number: **(One-Semester Course-8054)**
Course Description: A two-hour course designed to introduce students to the plumbing trade and the fundamental skills required. The knowledge and skills introduced in this course include the history of plumbing, reading and evaluation of plumbing blueprints, math for plumbers, and the identification of pipes and fittings and their preparation, installation, and preparation for supervision. This coursework continues emphasis on workplace Spanish.

Prerequisite: Introduction to Building



Course Title: **Electrical I – Grades 10-12 (SHS)**
Course Number: **(One-Semester Course-8058)**
Course Description: A two-hour course designed to introduce students to the fundamentals of the electrical trade and the basic skills required for competency. A integration of technical and core knowledge and skills are employed in such areas as atomic theory, electromotive force, resistance, and electric power equations. Students learn selection, inspection, use, and maintenance of electrical test equipment. This course introduces the types and applications of raceways, wire -ways, and ducts, and covers the electrical devices and wiring techniques common to residential construction and maintenance. This course includes preparation for supervision and continues emphasis on workplace Spanish.

Prerequisite: Introduction to Building



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Course Title: **Electrical II – Grades 11-12 (SHS)**
Course Number: **(One-Semester Course-8060)**
Course Description: A two-hour course designed to introduce students to series, parallel, and series-parallel circuits and covers resistance circuits, Kirchhoff’s Voltage and Current laws, and circuit analysis. Students learn how to install conduit and the systems used to mount and support electrical boxes and receptacles. Students study electrical blueprints and learn wiring techniques for commercial and industrial construction and maintenance. This course includes preparation for supervision and continues emphasis on workplace Spanish.
Prerequisite: Electrical I



Course Title **Work Based Learning - See Work Based Learning Section**

Technical & Engineering Cluster **Graphic Communications**



Course Title: **Graphic Communications I – Grades 9-12 (Located at UGHS)**
Course Number: **(1st Semester - 8452) (2nd Semester - 8462)**
Course Description: In this course students develop skills in computer pre-press, design and layout, photographic digital reproduction, and operation of printing and binding equipment, and get in-depth experience in the use of graphic communications software.
Prerequisite: Computer Applications, Demonstrated Competency, and/or Teacher Recommendation

Course Title: **Graphic Communications II – Grades 10-12 (Located at UGHS)**
Course Number: **(1st Semester - 8472) (2nd Semester - 8482)**
Course Description: In this course students enhance their graphic production skills through the creation of multi-color, two-sided, and folded print materials. Students use digital imaging software, including PageMaker, Photoshop, InDesign, and Illustrator for pre-press design, produce halftone negatives, perform basic screen-printing, and obtain real-world experience through actual job production assignments.
Prerequisite: Graphic Communications I



Course Title: **Graphic Communications III – Grades 11-12 (Located at UGHS)**
Course Number: **(1st Semester - 8512) (2nd Semester - 8522)**
Course Description: Students develop advanced skills for postsecondary education and employment in graphic communications. Scanners and digital cameras will be used in production of full-color offset printing. Production assignments emphasize precision and quality.
Prerequisite: Graphic Communications II

Course Title: **Work Based Learning - See Work Based Learning Section**

Technical & Engineering Cluster
Public Safety

Course Title: **Public Safety I - Foundations – Grades 9-12 (SHS)**
Course Number: **(1st Semester - 8527) (2nd Semester -8528)**
Course Description: All students wishing to pursue a career in public safety will begin with the Foundations of Public Safety and Criminal Justice course. This survey course is designed to introduce students to a variety of agencies and professions in law enforcement, private security, corrections, fire, and emergency management services. The course begins with an examination of the role and structure of the government and the rights and responsibilities of citizens in a democratic society. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Students will also explore the differences between the adult and juvenile justice systems and between the civil and criminal law. The course will also survey the roles and responsibilities of personnel in the private security and protective services, the fire service, and the emergency management service and discuss their contributions to public safety. Throughout the course the student will be exposed to key terms associated with public safety and criminal law.

Prerequisite: None



Course Title: **Public Safety II: Introduction to Law Enforcement Grades 10-12 (SHS)**
Course Number: **(1st Semester – (8529) (2nd Semester – (8530)**
Course Description: Students wishing to pursue a career in law enforcement will start with the Introduction to Law Enforcement Course, which examines basic concepts of law related to citizens’ rights and officers’ responsibilities to maintain a safe society and patrol methods and functions. This course begins with an overview of the history and evolution of law enforcement in America and covers law enforcement terminology, types and responsibilities of different law enforcement agencies, and various criminal justice systems issues. The classification and elements of crimes, the major criminal and traffic laws of Georgia, and crime prevention and detection strategies are also discussed. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Students will discuss various crime prevention and control strategies and techniques , and critique each one. Career planning and employability skills are also emphasized.

Prerequisite: Public Safety I



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Course Title:

Public Safety III: Constitutional and Criminal Law (SHS) Grades 11-12

Course Number:

(1st Semester – (8531) (2nd Semester – (8532)

Course Description:

This course emphasizes the structure of the government and the court system and introduces students to the American legal system and basic legal concepts. Students will be taught the difference between civil law and criminal law and will examine the structure and processes of the criminal justice system. The course will explore the rights of citizens guaranteed by the United States and Georgia constitutions as well as the powers granted to the police and the restrictions placed upon them by the respective constitutions and their amendments. Throughout the course, students will explore a range of constitutional and non-constitutional issues facing today's law enforcement officers. Specific topics of discussion will include search and seizure, arrests, interviews and interrogations, confessions, and police misconduct. Major emphasis will be placed on the role and decisions of the United States Supreme Court. Students will be expected to think critically and logically and to discuss a variety of complex legal issues.



Prerequisite:

Public Safety II

Course Title:

Public Safety IV: Criminal Investigations and Forensics (SHS) Grade 12

Course Number:

(1st Semester – (8534) (2nd Semester – (8536)

Course Description:

This course will provide students wishing to pursue a career in law enforcement with a basic understanding of investigative theory, criminological theory, crime scene preservation, and methods of identifying, collecting, preserving, and processing evidence. Students will gain hands on experience in critical areas of crime scene investigation to include the collection and processing of evidence and the fundamentals of forensics science. Students will discuss various theories of the origins of criminal behavior, learn about organized crimes, and study serial offenders.



Prerequisite:

Public Safety III:

Work Based Learning Programs

Program Description:

Work Based Learning programs are structured educational experiences that integrate classroom learning (school-based) with productive, structured work experiences (work-based) which must be related to a student’s *Career Objective* and *Program of Study*. Entrance is based on referral by your Counselor. Placement level is determined by the school’s Work Based Learning Facilitator. Programs may be taken to satisfy any part of the Georgia high school diploma requirements for Career and Technical (Vocational) Education.

Pre-Apprenticeship is an extension of the curriculum of a Career and Technical Education course, is a combination of technical and academic coursework and worksite experiences in which students earn both course credit and pay, working in jobs secured through written cooperative training agreements and plans.

Youth Apprenticeship is an articulated curriculum linking secondary and post-secondary education, incorporates employer-paid experiences and guided worksite learning in high-skill, high wage occupations, within a formal training plan. Students earn both course credit and pay.

Internships are high-level unpaid work-site experiences that are an integral part of the curriculum. School-based and work-based Internship experiences are available as extensions to some *Business* courses.

Other off-site educational experiences include **Practicums**, which are a part of *Teaching as a Professional Career*, *Early Childhood Education*, *Broadcast Video*, and advanced *Public Safety*. **Clinical Experiences** are a part of advanced *Healthcare Science Technology*. These experiences are monitored by the course instructor.

Students participating in Work-Based Learning are expected to be drugfree, and are required to provide their own transportation to and from the job site.

Related Vocational Instruction (RVI) assists students with disabilities in their transition from school to career. Students report to their work site and earn pay, and also earn course credit that is applied to their graduation requirements. Students must maintain employment in an approved setting throughout the school year, and will be supervised and evaluated by the school’s RVI Coordinator.

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Work Based Learning Programs

Course Title:	Pre Apprenticeship
Course Number:	1-hour release (1st Semester - 8151) (2nd Semester - 8152) 2-hour release (1st Semester - 8153) (2nd Semester - 8154) 2-hour release (1st Semester - 8155) (2nd Semester - 8156)
Prerequisite:	— Students must be pre-qualified by their counselor. Concurrent or past enrollment in a Career and Technical Education course and Career and Technical Education teacher recommendation. Students must be pre-qualified by their counselor. Programs are recommended for juniors and seniors (age 16+); Work Based Learning Application required.
Course Title:	Youth Apprenticeship
Course Number:	1-hour release (1st Semester - 8151) (2nd Semester - 8152) 2-hour release (1st Semester - 8153) (2nd Semester - 8154) 2-hour release (1st Semester - 8155) (2nd Semester - 8156)
Prerequisite:	Students must be pre-qualified by their counselor. Concurrent or past enrollment in a Career and Technical Education course and Career and Technical Education teacher recommendation. Students must be pre-qualified by their counselor. Programs are recommended for juniors and seniors (age 16+); Work Based Learning Application required.
Course Title:	Internship
Course Number:	1-hour release (1st Semester - 8151) (2nd Semester - 8152) 2-hour release (1st Semester - 8153) (2nd Semester - 8154) 2-hour release (1st Semester - 8155) (2nd Semester - 8156)
Prerequisite:	Students must be pre-qualified by their counselor. Concurrent or past enrollment in a Career and Technical Education course and Career and Technical Education teacher recommendation. Students must be pre-qualified by their counselor. Programs are recommended for juniors and seniors (age 16+); Work Based Learning Application required.
Course Title:	Related Vocational Instruction (RVI Work)
Course Number:	1-hour release (1st Semester - 7660) (2nd Semester - 7670) 2-hour release (1st Semester - 7680) (2nd Semester - 7690)
Prerequisite:	Concurrent or past enrollment in a Career and Technical Education course; and CTE teacher and/or RVI recommendation. Students must be pre-qualified by their counselor. Programs are recommended for juniors and seniors (age 16+).

English to Speakers of Other Languages (ESOL)

ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title:

ESOL I/Newcomer English

Course Number:

(1st Semester – 3937) (2nd Semester – 3938)

Course Description:

This elective course focuses on interpersonal communication, school and survival skills through short responses within structured contexts and participation in simple conversations. It focuses on fundamental skills in listening, speaking, reading, and writing and includes academic vocabulary drawn from the content areas and high-frequency vocabulary for everyday living. The course familiarizes students with appropriate learning strategies for all classes including the use of dictionary skills and promotes an understanding of U.S. culture.



Prerequisite:

There are no course prerequisites.

This English course can only be used for elective credit. It may be taken only if the student does not have the necessary skills to succeed in an English credit-bearing course. Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title:

ESOL II/Language Arts I

Course Number:

(1st Semester – 3939) (2nd Semester – 3940)

Course Description:

In this course, students continue developing proficiency in listening, speaking, reading, and writing English with opportunities to demonstrate their emerging skills in a stress free environment. ESOL II emphasizes sustained interpersonal communication of ideas, personal and safety needs, plus cognitive-academic language proficiency. In addition to reinforcing the skills taught in ESOL I, this course introduces the writing processes of planning, drafting, revising, editing, and proofing. Students study literature (essays and other nonfiction, short stories, novels, folktales, poetry, mythology, and drama) and authentic texts (newspapers, magazines, labels, directions, etc.).



ESOL II may be taken to meet one of the unit requirements for high school English credit.

Prerequisite:

There are no course prerequisites.

Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

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Course Title:**ESOL III/Language Arts II****Course Number:****(1st Semester – 3950) (2nd Semester – 3955)****Course Description:**

This course presents the English language in more complex, cognitively-demanding situations. It emphasizes comprehension of detailed information with fewer contextual clues on unfamiliar topics. Students will produce, initiate, and sustain spontaneous language interactions, using circumlocution when necessary. The course includes interactions with increasingly complex written material such as descriptive, personal narrative, and expository writing which includes grammar, mechanics, and rhetorical coherence in written assignments. Students will study authors and literary selections including: poetry, short stories, novels, and drama. The course incorporates writing to satisfy social and academic needs and stresses vocabulary development. Students are encouraged to express complex feelings, needs, and opinions in speaking and writing.



ESOL III may be taken to meet one of the unit requirements for high school English credit.

Prerequisites:**ESOL II**

Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title:**ESOL IV/Language Arts IV****Course Number:****(1st Semester – 3960) (2nd Semester – 3965)****Course Description:**

This course emphasizes effective oral and written communication with various audiences on a wide range of familiar and new topics. It builds comprehension of concrete and abstract topics as well as recognition of language subtleties in a variety of communicative settings. Students work to develop reading skills at or near grade level with a limited number of comprehension difficulties. The course stresses full participation at or near grade level in all content areas. ESOL IV emphasizes the process of writing, including planning, drafting, and revising. It includes assignments on different levels of discourse: expository, persuasive, narrative, and descriptive. In ESOL IV, students review grammar, mechanics, usage, and spelling with both intensive and extensive vocabulary and comprehension development.



ESOL IV may be taken to meet one of the unit requirements for high school English credit. Some ESOL students may need to take ESOL IV before attempting the required American Literature course (English III), in a regular classroom.

Prerequisite:**ESOL III**

Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

Henry County Schools – “Ensuring Success for Each Student”

Course Title: **ESOL Communication Skills I**
Course Number: **(1st Semester – 3956) (2nd Semester – 3957)**
Course Description: This introductory ESOL course is designed for Newcomer English Language Learners who have little or no English and/or little or no formal schooling. Topics for this course may range from cultural survival skills to basic English for conversation, with instruction individualized for each student’s needs.
Prerequisite: Little or no English language proficiency
Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.



Course Title: **ESOL Communication Skills II**
Course Number: **(1st Semester – 3958) (2nd Semester – 3959)**
Course Description: This introductory ESOL course is designed for Newcomer English Language Learners who have little or no English and/or little or no formal schooling. Topics for this course may range from cultural survival skills to basic English for conversation, with instruction individualized for each student’s needs.
Prerequisite: ESOL Communication Skills I
Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title: **ESOL Oral Communication in the Content Area**
Course Number: **(1st Semester – 3966) (2nd Semester – 3967)**
Course Description: This elective course provides individualized instruction for high school English Language Learners who need support and scaffolding with the academic language of content area classes. Reading and listening communication skills in the English language will be stressed.
Prerequisite: No course prerequisites
Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.



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Course Title:

ESOL Reading & Listening in the Content Area

Course Number:

(1st Semester – 3968) (2nd Semester – 3969)

Course Description:

This elective course provides individualized instruction for high school English Language Learners who need support and scaffolding with the academic language of content area classes. Reading and listening communication skills in the English language will be stressed.



Prerequisite:

No course prerequisites

Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

Course Title:

ESOL Writing in the Content Area

Course Number:

(1st Semester – 3970) (2nd Semester – 3971)

Course Description:

This elective course provides individualized instruction for high school English Language Learners who need support and scaffolding with the academic language of content area classes. Writing and communication skills in the English language will be stressed.



Prerequisites:

No course prerequisites

Eligibility for all ESOL courses is determined according to the state of Georgia’s ESOL placement guidelines and testing procedures. ESOL courses are only available to English Language Learners who meet the state’s criteria.

FINE ARTS

Art

Course Title: **Comprehensive Art**
Course Number: **(1st Semester - 1006) (2nd Semester - 1008)**
Course Description: This course introduces art history, art criticism, aesthetic judgment and studio production. It emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Coursework explores master artworks for historical and cultural significance.



Prerequisite: None

Course Title: **Drawing and Painting**
Course Number: **(1st Semester - 1014) (2nd Semester - 1016)**
Course Description: This course introduces drawing and painting techniques and a variety of drawing and painting media. It stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials.



Prerequisite: Completion of comprehensive Art and Art teacher's approval are required.

Course Title: **Ceramics and Sculpture**
Course Number: **(1st Semester - 1024) (2nd Semester - 1026)**
Course Description: This course introduces three-dimensional design through the use of clay and other sculptural materials. It explores techniques, construction, decoration, origins, and functions of Western and non-Western three dimensional art forms. Coursework includes surface decoration, additive, subtraction, and modeling methods using traditional and non-traditional materials.



Prerequisite: Completion of Comprehensive Art and Art teacher's approval are required.

Course Title: **Printmaking and Fine Crafts**
Course Number: **(1st Semester - 1028) (2nd Semester - 1030)**
Course Description: This course introduces a variety of printmaking techniques using processes such as relief printing (monoprint, callograph block), intaglio processes (etching and engraving) and serigraphy (silkscreen films, stencils, block-out). It investigates the historical development of printmaking in Western and non-Western cultures. Emphasizes design elements and principles; introduces art criticism approach applied to fine arts prints and crafts. Coursework will explore a variety of two and three dimensional fine art crafts. Explores historical origin and use of fine arts crafts in Western and non-Western cultures.



Prerequisite: Completion of Comprehensive Art and Art teacher's approval are required.

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Course Title: **Selected Studio**
Course Number: **(1st Semester -1352) (2nd Semester -1353)**
Course Description: This course will allow 11th & 12th grade students to further their interest in a particular area of two dimensional and three dimensional art. Students will be able to study their area of interest with greater depth and focus on emerging mastery.
Course Prerequisite: Completion of Comprehensive Art and Drawing, Painting or Ceramics and Sculpture, or Printmaking and Fine Crafts are required.



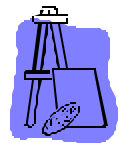
Course Title: **Art History for Visual Arts**
Course Number: **(1st Semester - 1345) (2nd Semester - 1346)**
Course Description: This course introduces three-dimensional design through the use of clay and other sculptural materials. It explores techniques, construction, decoration, origins, and functions of Western and non-Western three dimensional art forms. Coursework includes surface decoration, additive, subtraction, and modeling methods using traditional and non-traditional materials.
Prerequisite: Completion of Comprehensive Art and Art teacher’s approval are required.



Course Title: **Advanced Placement Studio Art I**
Course Number: **(1st Semester – 1096) (2nd Semester – 1098)**
Course Description: This course is intended for the highly motivated art student who plans on pursuing a career in visual arts and provides an opportunity for advanced preparation for college. Coursework utilizes an interdisciplinary approach linking classical styles and techniques to contemporary and future media. A great deal of work outside of class time is required for the development of a high-quality portfolio (both two and three dimensional designs) as well as required museum visits. In addition, summer drawing assignments and the development of a sketchbook are expected.
Prerequisite: Completion of Comprehensive Art, one additional art course (with completion of two additional art courses preferred) and Art teacher’s approval are required.



Course Title: **Advanced Placement Studio Art II**
Course Number: **(1st Semester – 1099) (2nd Semester – 2000)**
Course Description: This course is an extension of AP Studio Art I and has the same requirements and expectations. A great deal of work outside of class time is required for this advanced course. Additionally, summer drawing assignments and the development of a sketchbook are expected.
Prerequisite: Completion of AP Studio Art I and Art teacher’s approval are required.



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Course Title: **Advanced Placement Art History**
Course Number: **(1st Semester -1348) (2nd Semester -1349)**
Course Description: This course is open to 11th and 12th grade students. The course will cover Western Art and Non-Western with an emphasis on Western Art. Coursework will be broken down into six weeks of Non-Western Art and the remaining time will be used to chronologically survey Western Art from Pre-Historic times to present, including modern trends and ideas in the ever changing works of art. It will combine proper historical techniques and procedures with the emphasis on the unique position and role of the artist, the work of art, and the art critic.
Prerequisite: Art teacher approval is required.



Theatre

Course Title: **Theatre Fundamentals**
Course Number: **(1st Semester - 1274) (2nd Semester - 1276)**
Course Description: This course will introduce students to the history of theater, performance techniques, stage movements, improvisation, and play production. Emphasis is placed on proper use of voice and body as acting tools, and development of creative abilities and the imagination.
Prerequisite: None



Course Title: **Theatre Acting**
Course Number: **(1st Semester - 1284) (2nd Semester - 1286)**
Course Description: This course introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. It includes developing physical and vocal control while transmitting emotions, convictions and ideas; enhances self-confidence and self-awareness. Coursework focuses on scene study.
Prerequisite: Completion of Theatre Acting and Theatre teacher's approval are required.



Course Title: **Advanced Drama I**
Course Number: **(1st Semester – 1294) (2nd Semester – 1296)**
Course Description: This course introduces acting and theatre as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. It includes basic techniques of stage movement and use of physical expression for communication. Coursework enhances vocal techniques and specific patterns for better verbal communication.
Prerequisite: Completion of Theatre Fundamentals and Theatre Acting courses and Theatre teacher's approval are required.



Course Title: **Advanced Drama II**
Course Number: **(1st Semester – 1304) (2nd Semester – 1306)**
Course Description: Enhances Advanced Drama skills; focuses on continued development of observation skills for character creation. Coursework uses historical, textual and improvisational studies.
Prerequisite: Completion of Theatre Fundamentals, Theatre Acting, Advanced Drama I, and Theatre teacher approval are required.



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Chorus

Course Title: Chorus I
Course Number: (1st Semester - 1212) (2nd Semester - 1213)
Course Description: This course and/or relative course is designed for the student who has had some choral training and desires to perform on a limited basis. Basic skills for proper vocal production will be stressed and expanded upon. Fundamental music theory principles will be reviewed and expanded upon as well. Music history will be studied with an emphasis on the particular style and period of the pieces being sung. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: Prior choral experience required. Choral Director's approval and audition are required. Director will recommend the appropriate ensemble and course number.



Course Title: Chorus II
Course Number: (1st Semester - 1252) (2nd Semester - 1253)
Course Description: This course and/or relative course is designed to teach the student intermediate sight-singing and choral methods. The course will emphasize increased accuracy in articulation, diction, balance, blend, and expression. Rehearsal and performances during and outside of the regular school day are a requirement of this course. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: Prior choral experience is required. Choral Director's approval and audition required. Director will recommend the appropriate ensemble and course number.



Course Title: Chorus III
Course Number: (1st Semester - 1262) (2nd Semester - 1263)
Course Description: This course and/or relative course is designed to teach advanced sight-singing and choral methods. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: Prior choral experience is required. Choral Director's approval and audition required. Director will recommend the appropriate ensemble and course number.



Course Title: Chorus IV
Course Number: (1st Semester - 1268) (2nd Semester - 1269)
Course Description: This course and/or relative course is designed to teach advanced sight-singing and choral methods. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: Prior choral experience is required. Choral Director's approval and audition required. Director will recommend the appropriate ensemble and course number.



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Band

Course Title: **Band I**
Course Number: **(1st Semester - 1132) (2nd Semester - 1133)**
Course Description: This course and/or relative course is designed to offer students the opportunity to further develop fundamental skills and advance as musicians through the performance of band literature. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite: Prior band experience is required. Band Director's approval and audition are required. Director will recommend the appropriate ensemble and course number.



Course Title: **Band II**
Course Number: **(1st Semester - 1152) (2nd Semester - 1153)**
Course Description: This course and/or relative course is offered to students of a more advanced level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite: Prior band experience is required. Band Director's approval and audition required. Director will recommend the appropriate ensemble and course number.



Course Title: **Band III**
Course Number: **(1st Semester - 1162) (2nd Semester - 1163)**
Course Description: This course and/or relative course is offered to students of the highest level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite: Prior band experience is required. Band Director's approval and audition required. Director will recommend the appropriate ensemble and course number.



Course Title: **Band IV**
Course Number: **(1st Semester - 1168) (2nd Semester - 1169)**
Course Description: This course and/or relative course is offered to students of the highest level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day. Additionally, participation in marching band may be required.
Prerequisite: Prior band experience is required. Band Director's approval and audition required. Director will recommend the appropriate ensemble and course number.



Orchestra

Course Title: **Orchestra I**
Course Number: **(1st Semester - 1178) (2nd Semester - 1179)**
Course Description: This course and/or relative course is designed to offer students the opportunity to further develop fundamental skills and advance as musicians through the performance of orchestral literature. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: Prior orchestra experience required. Orchestra Director’s approval and audition is required. Director will recommend the appropriate ensemble and course number.



Course Title: **Orchestra II**
Course Number: **(1st Semester - 1180) (2nd Semester - 1181)**
Course Description: This course and/or relative course is offered to students of a more advanced level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: Prior orchestra experience required. Orchestra Director’s approval and audition is required. Director will recommend the appropriate ensemble and course number.



Course Title: **Orchestra III**
Course Number: **(1st Semester - 1182) (2nd Semester - 1183)**
Course Description: This course and/or relative course is offered to students of the highest level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: Prior orchestra experience, Orchestra Director’s approval, and audition is required. Director will recommend the appropriate ensemble and course number.



Course Title: **Orchestra IV**
Course Number: **(1st Semester - 1184) (2nd Semester - 1185)**
Course Description: This course and/or relative course is offered to students of the highest level of musicianship. Due to the performance nature of this course, students must be willing to attend all rehearsals and performances during and/or outside the school day.
Prerequisite: Prior orchestra experience required. Orchestra Director’s approval and audition is required. Director will recommend the appropriate ensemble and course number.



Music Appreciation

Course Title: Music Appreciation
Course Number: (1st Semester - 1092) (2nd Semester - 1102)
Course Description: This course is designed for the non-musician and will include a survey of music in society, the evolution of modern music, and the influence of culture on 20th century music. The focus of this class is history and the development of listening skills, rather than performance. Course material will begin with early music in its transformation, styles in modern music, careers in music, music technology, and music's role in society throughout history.
Prerequisite: None



Course Title: Gifted Fine Arts Survey
Course Number: (1st Semester -1350) (2nd Semester -1351)
Course Description: This course is designed for students in the Gifted Education program in the 11th and 12th grades. It will survey the arts in their historical and cultural context from prehistoric times to present. Visual art, architecture, dance, music and cinema will be included. Coursework emphasis will be given to the needs of the gifted student by focusing on creativity and critical thinking. Students will develop critiques of major artistic creations and will also create paintings, sculptures, musical compositions, architectural models and short movies.
Prerequisite: 11th or 12th grade gifted students. Choral, Band, or Orchestra Director approval is required.



Course Title: Music Theory
Course Number: (1st Semester - 1105) (2nd Semester - 1106)
Course Description: This course covers music terminology and notational skills, writing skills, visual analysis and aural skills. Coursework emphasizes composition techniques and analysis of Western masterworks from all musical styles and offers opportunities to create and produce original works.
Prerequisite: Choral or Band Director approval is required.



Course Title: Advanced Placement Music Theory
Course Number: (1st Semester - 1140) (2nd Semester - 1141)
Course Description: This course conforms to College Board topics for the Advanced Placement Music Theory Examination. It covers terminology and notational skills, writing skills, visual analysis and aural skills with advanced levels of understanding. Students will be required to create and produce original works.
Prerequisite: Students must have two years of successful participation in a high school music-performing ensemble. Choral or Band Director approval is required.

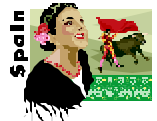


FOREIGN LANGUAGES

Course Title: Spanish I
Course Number: (1st Semester - 1512) (2nd Semester - 1522)
Course Description: In this course students begin developing proficiency in the four basic skills: listening, speaking, reading, and writing Spanish. It is a vocabulary-rich environment where survival skills are taught along with cultural information about the many Spanish-speaking countries. Activities include dialogue, role-playing, celebrations, films, videos, recordings, games, food study and other activities which provide an overview of the language.
Prerequisite: There are no prerequisites.



Course Title: Spanish II
Course Number: (1st Semester - 1533) (2nd Semester - 1543)
Course Description: In this course students continue to develop proficiency in listening, speaking, reading, and writing Spanish. It also continues to increase students' knowledge and appreciation of the diverse countries whose language they are learning. Emphasis is on a thorough tense study, grammatical structure, and language development.
Prerequisite: Spanish I



Course Title: Honors Spanish II
Course Number: (1st Semester - 1588) (2nd Semester - 1590)
Course Description: This course covers the same topics and concepts as Spanish II but does so in greater depth and with expanded vocabulary development. It is intended for students who plan to continue into Spanish III and AP Spanish.
Prerequisite: Spanish I



Course Title: Honors Spanish III
Course Number: (1st Semester - 1553) (2nd Semester - 1563)
Course Description: Students continue to develop the oral and written language skills acquired in Spanish I and II. Spanish III extends the students' knowledge of the language by exploring Spanish literature, politics, history, and daily life more in depth. Readings, skits, short stories, role-playing, video presentations, and comprehension games are used to reinforce skills.
Prerequisite: Spanish II



Course Title: Honors Spanish IV
Course Number: (1st Semester - 1573) (2nd Semester - 1583)
Course Description: This course is designed to immerse the student in more advanced topics of Spanish. Reading skills are developed by using poems, short stories, and a variety of culturally diverse current events. Listening is enhanced by using tapes, films, CD's and computer-generated comprehension activities. Writing is developed as the student creates personal examples of their work. Speaking and writing skills are further developed.
Prerequisite: Spanish III



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Course Title: **Advanced Placement Spanish Language**
Course Number: **(1st Semester - 1585) (2nd Semester – 1586)**
Course Description: This course conforms to the College Board topics for the AP Spanish Language exam. Students will use the language for active communication. The course stresses the ability to understand Spanish in various contexts; to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other non-technical writing; and to express oneself in speech and in writing coherently, fluently, and accurately.
Prerequisite: Spanish III



Course Title: **French I**
Course Number: **(1st Semester - 1592) (2nd Semester - 1602)**
Course Description: In this course students begin developing proficiency in the four basic skills: listening, speaking, reading, and writing French. This vocabulary-rich environment will teach students basic survival skills as well as general cultural information of French speaking countries. Activities include: dialogue, role-playing, culture days, food experimentation, oral presentations, and films.
Prerequisite: There are no prerequisites.



Course Title: **French II**
Course Number: **(1st Semester - 1613) (2nd Semester - 1623)**
Course Description: In this course students continue to develop proficiency in listening, speaking, reading, and writing French. Emphasis is on a thorough tense study, grammatical structure, and language development. Discussion of French culture, history, and literature will be introduced in context with learning the language.
Prerequisite: French I

Course Title: **Honors French II**
Course Number: **(1st Semester – 1615) (2nd Semester – 1625)**
Course Description: This course covers the same topics and concepts as French II but does so in greater depth and with expanded vocabulary development. It is intended for students who plan to continue into French III and AP French.
Prerequisite: French I



Course Title: **Honors French III**
Course Number: **(1st Semester - 1633) (2nd Semester - 1643)**
Course Description: Students will continue to develop the oral and written language skills acquired in French I and II. They will explore French culture through films, videos, and literary selections. Activities include: reading plays, short stories, poems, role-playing, video presentations, library research, Internet exploration, and creative writing.
Prerequisite: French II



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Course Title: **Honors French IV**
Course Number: **(1st Semester - 1653) (2nd Semester - 1663)**
Course Description: French IV is designed to immerse students further into the topics addressed in French I, II, and III. Topics include: analysis and study of the history of France, French literary selections, poems, short stories, plays, short novels, film, and other artistic media. Students develop oral, written, reading and listening skills.
Prerequisite: French III



Course Title: **Advanced Placement French Language**
Course Number: **(1st Semester - 1645) (2nd Semester – 1646)**
Course Description: This course conforms to the College Board topics for the AP French Language exam. Students will use the language for active communication. The course stresses the ability to understand French in various contexts; to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other non-technical writing; and to express oneself in speech and in writing coherently, fluently, and accurately.
Prerequisite: French III



Course Title: **German I (Course is not offered at all schools; see your counselor for availability)**
Course Number: **(1st Semester – 1665) (2nd Semester – 1667)**
Course Description: In this course students begin developing proficiency in the four basic skills: listening, speaking, reading, and writing German. It is a vocabulary-rich environment where survival skills are taught along with cultural information about German speaking countries. Activities include dialogue, role-playing, celebrations, films, videos, recordings, games, food study, and other activities that provide an overview of the language.
Prerequisite: There are no prerequisites.



Course Title: **German II (Course is not offered at all schools; see your counselor for availability)**
Course Number: **(1st Semester – 1666) (2nd Semester – 1668)**
Course Description: Students continue to develop proficiency in listening, speaking, reading, and writing in German. Emphasis is on a thorough tense study, grammatical structure, and language development. Discussion of German culture, history, and literature will be introduced in context with learning the language.
Prerequisite: German I



Course Title: **Honors German II (Course is not offered)**
Course Number: **(1st Semester – 1675) (2nd Semester – 1676)**
Course Description: This course covers the same topics and concepts as German II but does so in greater depth and with expanded vocabulary development. It is intended for students who plan to continue into German III and IV.
Prerequisite: German I



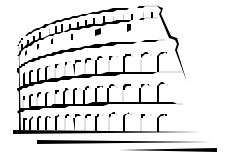
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Course Title: **Honors German III (Course is not offered at all schools; see your counselor for availability)**
Course Number: **(1st Semester – 1672) (2nd Semester – 1674)**
Course Description: Students will continue to develop the oral and written language skills acquired in German I and II. They will explore German culture through films, videos, and literary selections. Activities include: reading plays, short stories, and poems, role-playing, video presentations, library research, Internet exploration and creative writing.
Prerequisite: German II



Course Title: **Honors German IV (Course is not offered at all schools; see your counselor for availability)**
Course Number: **(1st Semester – 1677) (2nd Semester – 1678)**
Course Description: This course is designed to immerse the student in more advanced topics. Reading skills are developed by using poems, short stories and a variety of events. Listening is enhanced by using tapes, films, and CD's. Students create personal writing examples. Speaking and writing skills are further developed.
Prerequisite: German III

Course Title: **Latin I (Course is not offered at all schools; see your counselor for availability)**
Course Number: **(1st Semester –1680) (2nd Semester –1682)**
Course Description: Latin I is a college preparatory course in which students are introduced to classical Latin vocabulary and grammar. In Latin I, students begin acquiring reading skills in Latin as well as strengthening their English reading and vocabulary skills through vocabulary building and analyzing sentence structure. Through the reading selections and class discussions, students learn about the daily lives of the Romans and make comparisons relevant to today's society. Although students do not conduct face-to face conversations in Latin, they may use Latin orally to initiate and respond to simple statements and commands as well as read Latin aloud. Elementary writing tasks also build a bridge to understanding the written word.
Prerequisite: There are no prerequisites.



Course Title: **Latin II**
Course Number: **(1st Semester – 1690) (2nd Semester – 1691)**
Course Description: Students in Latin II do a thorough review of the grammar and vocabulary studied in Latin I. They learn new grammatical and vocabulary skills throughout the year and learn about life in Rome. Students become familiar with many of the ancient structures, dining customs, education, housing, and the forms of entertainment available to the ancient Romans. They study Roman history and focus on the period of the Republic. In addition to the text, students read from authentic ancient works.
Prerequisite: Latin I

HEALTH & PHYSICAL EDUCATION

Course Title: Personal Fitness
Course Number: 3022
Course Description:

Personal Fitness provides instruction in methods to attain a healthy level of physical fitness. The course covers how to develop a lifetime fitness program based on personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance. It includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information and promotes self-awareness and responsibility for fitness. *This course is required for graduation* and is one semester in length.



Prerequisite: None

Course Title: Health
Course Number: 3012
Course Description:

Health explores the mental, physical, and social aspects of life and how each contributes to total health - substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. *This course is required for graduation* and is one semester in length.



Prerequisite: None

Course Title: Individual / Dual Sports
Course Number: (1st Semester - 3042) (2nd Semester - 3052)
Course Description:

Individual and dual sports is an elective course that introduces students to activities involving recreational and competitive lifetime opportunities. Students will be encouraged to improve and engage in rule and strategy concepts to achieve a level of lifetime enjoyment.



Prerequisite: None

Course Title: Team Sports
Course Number: (1st Semester - 3102) (2nd Semester - 3112)
Course Description:

Team Sports is an elective physical education course that provides opportunities for students to participate in different team oriented sports such as volleyball, softball, basketball, flag football, soccer, team handball, floor hockey, and kickball.



Prerequisite: None

Course Title: Aerobics
Course Number: (1st Semester - 3122) (2nd Semester - 3132)
Course Description:

Aerobics provides opportunities to perform choreographic routines to music and to increase strength, cardiovascular and muscular endurance, and flexibility. Aerobics includes fitness concepts for developing healthy lifetime habits.



Prerequisite: None

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Course Title: **First Aid / Safety**
Course Number: **3172**
Course Description: First Aid & Safety focuses on developing safety habits, stresses prevention of accidents and injuries, and basic life saving, and first aid techniques.
Prerequisite: None



Course Title: **Beginning Weight Training**
Course Number: **(1st Semester - 3062) (2nd Semester - 3072)**
Course Description: This course is designed to introduce the fundamentals of weight training. Students will be taught the fundamentals and techniques for improving and developing strength, flexibility, and endurance. Students will also be introduced to a variety of methods and materials for gaining strength, weight control, relieving stress, and building muscle endurance.
Prerequisite: None



Course Title: **Advanced Weight Training**
Course Number: **(1st Semester - 3082) (2nd Semester - 3092)**
Course Description: This course is designed to further develop the advancement of weight training. This course will be covering developing personal weight training, strength, power, speed, and endurance programs. Students will be instructed on major core lifts, and is not limited to sport specific lifts, running, plyometric, and agility improvement activities. The students will be instructed in weight control enhancement, weight gaining fads, and nutrition supplements.
Prerequisite: Beginning Weight Training



*** Please complete in pencil***

Henry County Schools
TENTATIVE FIVE – YEAR PLAN

Student ID# _____

Student Name: _____ Parent/Guardian Name : _____ Graduating Class of: _____
I plan to pursue: (check one) _____ College Prep _____ College Prep w/Distinction _____ Career/Tech Prep _____ Career/Tech w/Distinction
_____ Dual Diploma (College and Career/Tech) _____ Dual Diploma (College and Career/Tech with Distinction) - Career/Tech Cluster: _____

1 st YEAR _____ - _____			2 nd YEAR _____ - _____			3 rd YEAR _____ - _____			4 th YEAR _____ - _____		
COURSES	SEM.	UNITS	COURSES	SEM.	UNITS	COURSES	SEM.	UNITS	COURSES	SEM.	UNITS
English/Language Arts:			English/Language Arts:			English/Language Arts:			English/Language Arts:		
Mathematics:			Mathematics:			Mathematics:			Mathematics:		
Science:			Science:			Science:			Science:		
Social Studies:			Social Studies:			Social Studies:			Social Studies:		
Foreign Language:			Foreign Language:			Foreign Language:			Foreign Language:		
Health/PE:			Health/PE:			Health/PE:			Health/PE:		
Technical Courses:			Technical Courses:			Technical Courses:			Technical Courses:		
Core Electives/ Fine Arts:			Core Electives/ Fine Arts:			Core Electives/ Fine Arts:			Core Electives/ Fine Arts:		
Electives:			Electives:			Electives:			Electives:		
Summer / Evening Academy			Summer / Evening Academy			Summer / Evening Academy			Summer / Evening Academy		

Fifth Year – Post-Secondary Plans _____ Career Goal(s) _____

Student Signature: _____ Parent Signature: _____ Date: ____/____/____