Clarke County School District

Better Every Day

Clarke County School District

Program of Studies 2019-2020

Information contained in this edition of the Program of Studies reflects local and state policy, regulations and guidelines as of the date of printing (November 2018).
The electronic version, located at www.clarke.k12.ga.us/ProgramofStudies will reflect any revisions since the printing.

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Program Planning Information

OUR DRIVING FORCES

Our Vision: Building a culture of high expectations and equity in which all students grow academically and socially to improve our community and our world.

Our Mission: The Clarke County School District is an ambitious community of learners in a diverse and culturally rich county. We are committed to equity and excellence through the implementation of rigorous standards in a safe and supportive environment-- on every campus, in every classroom and for every child.

Our Core Beliefs:

Public education is central to our democracy. To fulfill the promise of public education, the Clarke County School District has a fundamental set of beliefs that serve as a lens through which every decision is made and every action is taken. These beliefs are the backbone of our organization. CCSD believes that:

Equity, access and progress towards excellence are the basic rights that must be afforded to every individual in our system.

Mission-driven, diverse and creative staff make the critical difference in student achievement, and they must be successfully recruited and retained.

Students, families, staff and the broader community benefit mutually from active engagement with one another.

Safe, nurturing and well-maintained schools/campuses are required for optimal learning.

Commitments for High Student Performance

The Clarke County School District is committed to using effective, research based practices to inspire students to achieve at high academic levels through challenging and innovative learning opportunities. Our goal is for all students to graduate to improve our community and our world. To reach this goal, we will:

Planning Practices:

- Dedicate time for collaborative planning to create authentic lessons that align with the required curriculum and provide enrichment opportunities.
- Create lessons using the CCSD instructional framework that are engaging, rigorous and aligned to the required curriculum.
- Use assessment data to identify learning needs and plan differentiated lessons.

Instructional Practices:

- Facilitate instruction so that students make connections between prior learning and new learning.
- Provide opportunities for each student to use globally diverse perspectives in seeking solutions to meaningful problems.
- Differentiate instruction so that every student is challenged.
- Use digital media to support student learning.

Assessment Practices:

- Communicate rigorous expectations for mastery of the required curriculum.
- Provide frequent and meaningful feedback on student work.
- Use a variety of assessments and performance-based tasks to design, monitor, assess and adjust instruction to support student learning.

Learning Environment Practices:

- Create a learning environment in which students are decision-makers and take responsibility for their own learning.
- Respect the individuality of each student and support academic growth, social-emotional development and physical well-being.

Professionalism/Communication Practices:

- Establish partnerships with families through open, frequent and meaningful collaboration.
- Collaborate with communities to enhance and promote student learning.
- Involve stakeholders in identifying school needs and developing solutions.
- Respect the diversity of all stakeholders.

High Schools and Programs

The Clarke County School District has established multiple pathways for students to earn a high school diploma and prepare to enter a post-secondary program. The school district has two comprehensive high schools – Cedar Shoals High School and Clarke Central High School. In addition, Classic City High School (CCHS) supports CCSD students that have deficits in credit attainment at the comprehensive high schools. Students are enrolled at CCHS and are programmed to recover credits via an online platform in a self-paced, goal-oriented learning environment.

Also, students enrolled at either of the two comprehensive high schools can apply to and attend the Athens Community Career Academy and maintain their home school status, as well as extracurricular eligibility at their home school.

More information on each is below.

Cedar Shoals High School, located on Cedar Shoals Drive on the eastside of Athens-Clarke County, is the receiving school for Coile Middle School and Hilsman Middle School.

Clarke Central High School, located on South Milledge Avenue on the westside of Athens-Clarke County, is the receiving school for Burney-Harris-Lyons Middle School and Clarke Middle School.

Classic City High School is located on the H.T. Edwards Complex campus. Students enrolled are working to recover credits using a online platform with additional face-to-face instruction from licensed teachers.

Athens Community Career Academy (ACCA), located on the H.T. Edwards Complex campus is a partnership between the Clarke County School District, Athens Technical College, the University of Georgia, and various local businesses and industries. At the ACCA, students have the opportunity to take core academic college courses, enroll in career-themed college certification programs and participate in unique internships.

The CCSD Learning Center, operated by Catapult Learning is a temporary alternative placement option for students who have been through a due process discipline hearing. Students are served at either the east or west side location.

High School Graduation Requirements

Carnegie Unit Requirements for Graduation

***DUAL ENROLLMENT: Please reference page 50-51 for a list of dual enrollment courses that meet core content graduation requirements.**

Subject Area	Requirements
English	**4 units** 9th Grade Literature/Composition 10th Grade Literature/Composition American Literature/Composition British Literature/Composition
Mathematics	**4 units** GSE Coordinate Algebra + GSE Analytic Geometry + GSE Advanced Algebra + a 4th Math OR Accelerated GSE Coordinate Algebra/Analytic Geometry A + Accelerated GSE Analytic Geometry B/Advanced Algebra + Accelerated GSE Pre-Calculus + a 4th Math 4th Math Option:College Readiness Math, Advanced Mathematical Decision Making,Statistical Reasoning, Pre-Calculus, AP Statistics, AP Calculus AB and AP Calculus BC**.**
Science	**4 units** Biology Physical Science or Physics Chemistry, Environmental Science or Earth Systems or AP Science Course A 4th science unit from the state-approved list (please see pages 24-26)
Social Studies	**4 units** American Government World History US History Economics and Free Enterprise
Health/Personal Fitness	**1 unit** Health and Personal Fitness **Note: Health and Personal Fitness (Course number 17.011) will be used to satisfy this requirement**
CTAE and/or Modern Language/Latin and/or Fine Arts	**3 units** Students are encouraged to select courses in a focused area of interest. Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take 2 units of the same modern language/Latin. The Technical College System of Georgia does not require modern language/Latin for admissions
Electives	**4 units (3 for Classic City High School)**
Total Units	**24 units (23 for Classic City High School)**

Academic Honesty
The Clarke County School District promotes academic honesty and personal integrity among students and faculty. Academic honesty is defined broadly and simply – the performance of all academic work without plagiarizing any source of information not appropriately authorized or attributed. According to the Code of Student Conduct, students found in violation of Academic Dishonesty (#32) are subject to disciplinary action.

Advanced Placement (AP)
Clarke County high schools offer the Advanced Placement (AP) program of the College Board. AP courses follow curricula outlined by the College Board. Students enrolled in these courses are expected to take the AP examinations administered each May. Fees are assessed for the exams, although the Georgia State Legislature usually reimburses a portion of the fees to public school students who are enrolled in and are passing those specific AP classes in which they have taken exams. Reimbursement decisions are made on a yearly basis. Students who are not enrolled in AP classes may register for and take the tests at their own expense. Passing scores on AP tests may allow students to exempt college courses with credit. Students must check with specific colleges for their policies regarding credit for AP tests.

Students wishing to enroll in some AP courses are required to meet prerequisites in order to qualify for this college equivalent program. Students are advised to give careful consideration to the academic rigor of AP courses. The AP courses carry a differentiated weight. This weight is reflected on the final grade report by the addition of 10 points to each AP course grade. For additional information on the Advanced Placement program, visit www.collegeboard.com/ap/students.

Advisement
The Student Advisement Program offers students the opportunity to establish relationships with teachers and other students. Students will meet with a certified staff member regularly for the purposes of advisement. Students will receive information and instruction that will assist them with the development of social emotional skills, as well as academic and future careers.

Alternative Program - The CCSD Learning Center
The CCSD Learning Center is an alternative school program operated by contract with Catapult Learning. Middle and high school students who are suspended or expelled through a school discipline due process hearing may have the opportunity to continue their education at the Learning Center. There are two program locations - on one the East side and one on the West side. The CCSD Learning Center provides a comprehensive academic program adapted to State of Georgia standards. Core courses in reading, language arts, English, mathematics, science and social science/history required for grade promotion or graduation and some elective credits are offered. Instruction is delivered by certified regular and special education teachers while using a blended model of online and face-to-face instruction. The Learning Center model is based on pro-social peer culture where students are encouraged to hold one another accountable for their own behavior. Extensive reintegration preparation is achieved through explicit guidelines that lead to restoring students successfully to comprehensive schools.

Assessments Required by the State of Georgia
The school district will implement assessments as required by the State of Georgia.

End of Course Assessment
Students have the option to test-out of high school courses with an associated End of Course assessment (EOC) course: Ninth Grade Literature, American Literature 11, Analytic Geometry, Coordinate Algebra, US History, Economics, Biology and Physical Science.

High school students may demonstrate subject area competency be testing out of any course that has an associated End of Course assessment (EOC). A unit of course credit is awarded to students who reach performance level of Distinguished on the associated EOC prior to beginning a specific EOC course. EOC test-out opportunities are administered in March and summer. Interested students should speak with their academic school counselor as soon as possible to discuss and complete the registration procedure.

End of Pathway Assessment
The school district provides industry-based credentialing opportunities through End of Pathway assessments for students who complete a sequence of three or more courses in a specific career pathway. All students enrolled in a pathway are required to take the End of Pathway Assessments.

Carnegie Unit
A Carnegie Unit is awarded for the successful completion (a grade average of 70 or above) of a course that meets for 135 hours or courses with an approved seat time waiver. In order for a student to receive Carnegie Unit credit for a course that is assessed by an EOC, the following weighted calculation must be used: student's final numeric score in the course as determined under local board policy (80%) plus the student's numeric score on the EOC assessment (20%), with the resulting average meeting or exceeding 70 to earn credit. Per state policy, a student enrolled in an EOC course must take the EOC assessment to receive credit for the class. Dual Enrollment students who are enrolled in the following EOC courses are not required to take an EOC per state policy: American Literature & Composition, Physical Science, US History and Economics.

College Admission Information
College admissions requirements differ for each college or university. Students should discuss college choices with their school counselors to be sure that specific college or university criteria are met. Students should research all possibilities for college entrance. Students who desire to first enter a 2-year college and then transfer a 4-year college should work closely with the college advisement staff to make sure that associate level courses transfer to the 4-year college of their choice.

College Admission Tests
The PSAT and the SAT of the College Board's College Admission Testing Program, the ACT assessment of the American College Testing Program and the ACCUPLACER test for technical colleges are available to students on a regular basis. Information on test dates and registration deadlines can be found in the counseling office. Advanced students are also encouraged to register for the SAT Subject Test in the area in which they excel as soon as possible after completing the related high school course. The PSAT and the SAT of the College Board's College Admission Testing Program, the ACT assessment of the American College Testing Program and the ACCUPLACER for technical colleges are available to students on a regular basis.

PSAT	SAT	ACT	ACCUPLACER
Administered 1 time each year in the fall A fee is charged by the College Board for the test; however, sophomores take the PSAT free of charge, pending state allocation 10th grade – Taken in the fall for practice and may determine eligibility for the Governor's Honors Program 11th grade– Taken in the fall for eligibility for National Merit Scholarships and may determine eligibility for Governor's Honors Program and Advanced Placement Programs.	Administered 7 times during the year A fee is charged by the College Board for the test 9th, 10th and 11th grade – Spring: March or May for practice, joint enrollment eligibility 12th grade – Fall or Winter for college admissions See your school counselor for information about eligibility for fee waivers. The SAT Reasoning Test includes verbal (critical reading), math and writing sections. For information on this and other changes, see your school counselor and visit www.collegeboard.com. Can be used to dual-enroll at University of Georgia, University of North Georgia, or Athens Technical College. See school counselor for score requirements.	Administered 5 times during the school year A fee is charged by the American College Testing Program for the test 11th grade – register in Fall for college admissions 12th grade – register in Fall or Winter for college admissions See your school counselor for information about eligibility for fee waivers. Can be used to dual-enroll at the University of Georgia, University of North Georgia, or Athens Technical College.	The ACCUPLACER test is the placement test given by technical and junior colleges for admission. It is an untimed, computer-based test.

College and Career Planning
The school district provides a system of college and career advisement for all students. Using appropriate academic advisement from school counselors and teachers, students and parents develop the individual graduation plan in collaboration with school personnel. Utilizing a "Teachers as Advisors" system and in alignment with the Georgia BRIDGE Law, students and their parents/guardians set career and post-secondary goals while tracking academic progress and monitoring grades, behavior and attendance. The goal is for students and parents/guardians to become more involved in their academic planning, and to have a better understanding of the courses needed in high school to prepare for a post-secondary education and career.

Each school Teacher as Advisor Team develops a yearly plan of student advisement. Students will use the online Xello program, which will allow them to create a successful plan for the future through self-knowledge, exploration, and planning. Utilizing developmentally appropriate lessons and topics that align with the Georgia BRIDGE Law, teacher advisors assist in linking students with resources to address individual student needs in order to help students keep on track at each grade level, obtain a high school diploma, prepare for post-secondary studies become workforce-ready upon graduation. More information is available from school counselors and teacher advisors.

Course Content
All high school courses offered by the Clarke County School District meet or exceed state guidelines for course content. All courses are aligned to the Georgia Performance Standards (GPS) and/or Georgia Standards of Excellence (GSE) and offer students opportunities for higher-level thinking, performance and real-world application. All courses prepare students for post-secondary opportunities. Advanced courses are designed for studies that are increased in depth and complexity.

Course Changes and Instructional Level Changes
Student requests for courses during registration in the spring determine how the master schedule will be built for the following school year. For that reason, it is important for students and parents to give consideration to course requests during registration. Parent conferences for the purpose of registration for the following year are held during the second term. Course changes made after the term begins involve the loss of too much instructional time and content to be educationally sound. Students will be expected to continue with all of their requested courses, but the school recognizes there are situations that may require a schedule change. Since any change may have a serious effect on class size, teacher assignments and the overall master schedule, course changes will be considered very carefully. Parental permission is required for any schedule change request. The school administration reserves the right to change student schedules in order to resolve issues of class size and teacher loads or other issues which may impact the instructional program.

A course change is changing from one course to a different course, e.g. from Physical Science to World History. Course changes will be considered according to criteria set up by the school administration. **Requests for a course change should be made no later than the 10th day of the school year**. The student is expected to make up all work that was missed prior to entering the new class. Attendance records are transferred with the student when a course change is made.

An instructional level change is changing from one instructional level of a course to another level of the same course. **Requests for an instructional level change will be considered through the first 5 weeks of the school year and only if the rest of the scheduled courses are not impacted and there is an opening in a section of the other level.** Grade and attendance records are transferred with the student when an instructional level change is made.

Course Load Requirements
Cedar Shoals High School and Clarke Central High School students are required to enroll in a minimum of 8 semesters of study, not including summer. They must earn an overall minimum of 24 Carnegie Units of credit. Within these 24 credits, students must earn 20 credits of required core and elective courses and 4 general elective courses. At Classic City High School, students must earn a minimum of 23 Carnegie Units of credit in order to be eligible for graduation.

Where circumstances are such that students cannot meet the enrollment requirement of 8 semesters, but have met the minimum units required for graduation, students may apply for a waiver per BOE Policy IHF 7. To apply for a waiver, the appeal must be based on a hardship or other specific extenuating circumstances. **To apply, a waiver request must be completed by October 1 of each school year to apply for a December waiver and by March 1 of each school year to apply for a May waiver.** Waiver requests are available from the school counselor. To be considered for a waiver, the student must be scheduled to complete 24 credits and have passed the state-required assessments prior to a waiver request being submitted. A letter of support from the student's school counselor and parent/guardian describing the nature of the hardship must also accompany the request. If a student is requesting an appeal to join the military, a letter from the military recruiter specifying the start date must be included. The waiver request and supporting letters must be submitted to the high school principal and must be date-stamped or postmarked by the deadline date.

Counseling Services
School counselors strive to provide students with educational opportunities that promote growth and development and strengthen parent-community-school relationships. Upon entering high school, each student is assigned a school counselor. School counselors work directly with students and parents on long-range program planning, course selections, career decision-making and college or technical school admissions processes.

School counselors conduct individual and group counseling during the school year in the areas of educational, career and/or personal needs. Some examples of counseling services include individual or group sessions focusing on: interpersonal relations, social skills, study skills, appreciating diversity, grief and loss, decision making, anger management, conflict resolution and substance abuse, as well as other areas determined from assessment of students' needs. In coordination with the school's staff, school counselors provide supportive instructional classroom activities that meet the unique developmental, social/emotional and academic needs of students.

Credit from Middle School
Beginning with students who enter ninth grade for the first time in August 2007 and thereafter, Carnegie credit will be granted to students who master the GPS and/or GSE content of high school level courses from an accredited pre-high school program. Grades for these courses will be calculated into the student's cumulative grade point average for high school, but as of this printing, are not part of the HOPE Scholarship calculation.

Distance Learning Courses
In order for students to enroll in AdvancED-approved distance learning course, permission must be given by a parent/guardian and by the principal's designee at the school. The number of distance learning courses accepted for Carnegie credit is the equivalent of two per high school career.

Dual Enrollment
Dual Enrollment allows students to take college coursework while in high school. All Dual Enrollment courses carry a differentiated weight. This weight is reflected on the final grade report by the addition of 10 points to each Dual Enrollment course grade.

Students who pursue college level credit during high school using the Dual Enrollment program have two options:

SB-132 Dual Enrollment Program	**SB-2 New High School Graduation Option**
• All high school students may enroll in eligible participating postsecondary institutions, but must meet the institution enrollment requirement. • Students will earn high school and college credit simultaneously for approved dual enrollment coursework. • Students may take any course approved in the state dual enrollment director for their institution - Core academic and elective courses. • Students may be enrolled in dual enrollment in a part-time or full time basis. To be considered full time a student must be enrolled for a minimum of 12 hours per semester. Part time enrollment requires the student to complete both local high school courses along with the post-secondary coursework. • Students may enroll in a Program of Study (Associate Degree, Diploma or Technical Certificate of Credit) while dual enrolled, but this post-secondary program of study is not monitored for completion by the local high school.	SB-2 provides an alternative option for a student to earn a high school diploma in the state of Georgia. In order to qualify a student and their parent/guardian need to meet with their high school counselor prior to the beginning of 9th grade to create a 4 year plan of study to ensure SB-2 requirements can be met. To earn a high school diploma through SB-2: • Student completes 9th and 10th grades with the required high school courses (two English, math, science, social studies; one health and PE and all required state and local tests). • Student completes four high school courses that require an End of Course Assessment. • Student must complete an associate degree, technical diploma or two technical certificate programs in a concentrated career pathway (to be monitored in collaboration with the local post-secondary institution). If all the requirements are completed, the student will be awarded a high school diploma and the earned post-secondary credential at graduation.

Students who wish to graduate from high school using the SB-2 option will have to meet the following requirements:

Dual Enrollment SB- 2 Requirements (as of July 1, 2015)

Subject Area	**Requirements *Coursework may vary depending on the student's individual plan of study.**
English	2 units (9th Grade Literature and American Literature)
Mathematics	2 units (Algebra 1 and Geometry)
Science	2 units (Biology and Physical Science)
Social Studies	2 units (US History and Economics)
Health/ Personal Fitness	1 unit
Dual Enrollment	Students must complete one of the following: ● Associate Degree OR ● Technical Diploma OR ● Two Technical Certificate Programs
High school students who complete this graduation option will be awarded a high school diploma and college credential (s) at graduation.	

*Students must pass required EOC tests in order to receive credit for course when applicable.

For more information, please see your counselor at the high school or visit the Career Academy website. Additional information for the Dual Enrollment program can also be found on the Georgia Department of Education website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx

E-portfolio
The E-portfolio allows Clarke County high school students to be awarded college credit from Athens Technical College for high school-level courses with curriculum that is aligned to the Technical College System of Georgia standards. Targeted courses that offer the E-portfolio option can be found on the Career Academy website.

English to Speakers of Other Languages (ESOL)
English to Speakers of Other Languages (ESOL) classes are offered to all English Language Learners who need additional assistance in English language acquisition in order to be successful in core content areas. Eligible English Language Learners are students who are identified on the WIDA-ACCESS Placement Test designated by Georgia Department of Education.

Foreign Studies and Foreign Exchange Programs
Individual learning contracts are recommended by a school's principal for board approval. These plans are designed under the supervision of a school faculty member and may be submitted to allow students to earn elective credit for educational experiences abroad. Such credits result from exchange programs and school-sponsored foreign travel programs. Foreign exchange students accepted for a year of exchange program study in Clarke County high schools may earn a Clarke County School District Exchange Program certificate. Foreign exchange students wishing to earn a high school diploma must satisfy all prescribed credits as district or state diploma criteria or certificate criteria.

Governor's Honors Program (GHP)
Governor's Honors Program (GHP) is a 4-week summer instruction program designed to provide intellectually gifted and artistically talented rising juniors and seniors challenging and enriching educational opportunities not usually available during the regular school year. Clarke County is assigned a nomination quota based on the average daily attendance of its 10^{th} and 11^{th} grades. Cedar Shoals High School and Clarke Central High School faculties nominate qualified students to participate in statewide screening interviews/auditions. Information about specific areas – academic, fine arts, technology/career, agriculture – of the Governor's Honors Program may be obtained from GHP coordinators in each high school. An SAT or PSAT score is a requirement for all GHP candidates. The GHP is funded by the Georgia General Assembly. Nominations are made in the fall; state finalists are announced in the spring.

Grade Point Average (GPA)
The grade point average (GPA) is recorded on the transcript on a scale of 0-100. No student can earn a grade over 100 with the exception of "quality points" added to grades.

Grading and Reporting Practices
Grading Scale:

90-100	A
80-89	B
70-79	C
Below 70	F

I (Incomplete) Indicates a student has an extenuating circumstance as outlined in BOE regulations hindering completion by the end of the term. The student has passed an EOC/Final Exam but has a course average of 60-69. Completion is required by the end of the following term, and any "I" remaining on the transcript after 14 days affects the student's athletic eligibility.
IP (In Progress) Used only for a technology-based course when some of the course work has been mastered but all of the course work is not complete. The student has good attendance, and all coursework must be completed by the end of the following term.

Specific conditions for I and IP grades are found in CCSD BOE Regulation IHA-R.

Graduation Ceremony
Only those students who have fulfilled all course and program of study requirements or met all requirements of their Individual Education Plan (IEP) and are in good standing are eligible to participate in graduation ceremonies. Foreign exchange students may choose to participate in the graduation ceremony.

Honor Graduates
In recognition of outstanding academic achievement, each high school will annually name a valedictorian, salutatorian and honor graduates. Students with a cumulative numerical average of 90 or above, through the third quarter (27 weeks) of the senior year, are designated as honor graduates. The valedictorian at each school will be the senior who has met or is in progress of meeting all graduation requirements and has the highest numerical average at the end of the 3rd quarter of the senior year. The salutatorian will be the senior who has met or is in progress of meeting all graduation requirements and has the second highest numerical average through the third quarter (27 weeks) of the senior year. To be considered for either the valedictorian or salutatorian honor, a student must have completed his/her first and second terms of the junior year as well as the first half of the senior year in the high school where the honor is awarded.

Make-Up Opportunities
Teachers will provide students with written procedures for make-up work.

Online Classes through Georgia Virtual School
Georgia Virtual School (GaVS) classes are offered as an option for students who desire an online platform for learning. In compliance with Senate Bill 289, online courses are open to all students. A list of the courses currently available can be accessed through the Georgia Virtual School website (http://www.georgiavirtualschool.org). The deadline for withdrawing from a GaVS course without a fee penalty is ten days from the start date of the course, and schedule changes must be approved by the school counselor. Available courses following withdrawal from GaVS courses are limited, so it is important that students consult with their counselor when considering a schedule change. While CCSD serves as a consultant for students enrolled in a GaVS course, the GaVS course instructor provides instruction and technical support. Students can obtain additional information from their school counselor.

Pathways to Success Program – After-school Program
Tutoring is available at Cedar Shoals High School and Clarke Central High School for grades 9-12 through the afterschool Pathways to Success Program (PSP). Tutoring is provided in language arts, science, math and social studies, as well as general tutoring. Dates and times are available in high school main offices and school counselor's offices.

Promotion Requirements
Student advancement from grade to grade in high school is based upon a minimum number of Carnegie Units of credit earned by the student from the beginning of each school year and the number of years in high school based on the date entered in 9th grade.

Grades 9-12
The traditional high schools in Clarke County are organized on a 7-course schedule structure. For promotion from grade to grade, the criteria are as follows:

- To be considered a student in the 10th grade, the student must be in at least the second year of high school and have five units, three of which must be core courses.
- To be considered a student in the 11th grade, the student must be in at least the third year of high school and have eleven units, six of which must be core courses.
- To be considered a student in the 12th grade, the student must be in at least the fourth year of high school and have seventeen units, nine of which must be core courses.

Core courses are those in the areas of English, math, science and social studies.
Exemption from these criteria may be granted at the superintendent's discretion. This will also exempt students from consideration for valedictorian or salutatorian.

Retaking Courses
Students who need to retake a course may take advantage of opportunities to earn credit in a variety of ways. These include credit recovery during zero and eighth periods, during the day, and/or during summer school (if offered).

Summer School
The school district will determine annually if a summer program will be offered.

Transferring Seniors
Any student classified as a senior, who transfers into Clarke County School District and has been on a six-period day schedule will be eligible for graduation having earned a total of 23 units. The reduction of one unit required to graduate for these students comes only through the elective course requirement. All other transfer students are required to meet all core course requirements set by the State of Georgia and the local board of education for high school graduation.

Transfers from Home Schools or Non-Accredited Schools
Any student requesting admission into a high school in the CCSD from a home study program must have his/her parent or guardian provide proof to the Principal that all eight requirements for operating a home school as specified in Georgia Code 20-2-690 have been met. Subject and grade transfer must meet the district's requirement for instructional contact hours for the regular academic year. After instructional hours are verified by the principal's designee, Clarke County School District personnel will administer proficiency tests to determine credit transferred from the student's home study program or non-accredited situation. The student will be tentatively scheduled in classes, pending verification, as indicated by records furnished to the school by the parent or guardian. These records must be presented to the principal's designee within two weeks of enrollment in the school. The Verification for Home-study Form or the Verification for Non-Accredited Program Form must be completed by the parent/guardian in collaboration with the district administrator coordinating home-study programs within the same two week period. Once all records have been gathered and provided to the high school, the principal's designee will complete the Acceptance of Credit from Non-Accredited Programs/Home-study.

If a parent or guardian disagrees with credit accepted or denied by the school for a student from a non-accredited situation or home study program, an appeal may be made to the principal of the school and then, if still dissatisfied, to the Superintendent of the Clarke County School District. The appeal should contain all pertinent information, documentation, transcript, attendance record and state the reasons for the appeal. The decision of the Superintendent is final. The maximum number of units accepted from non-accredited institutions and home study programs is twelve, two per area tested. No more than eight units can be applied for or awarded from any non-accredited situation in any single academic year. Homestudy credit may not be applied for or awarded for summer school work.

Non-academic course credit may be accepted from a non-accredited institution or home study program, provided the student passes a proficiency test, a portfolio review and/or interview by school district personnel. Elective courses that rely heavily on group participation, public performance and social interaction are not eligible for home study credit or

credit from a non-accredited situation. Testing for academic and non-academic course credit will be content specific and will include, but not be limited to, course objectives as defined by GPS and/or GSE.

Proficiency tests in academic core courses will be administered by CCSD personnel using locally approved assessments, except for EOC courses. In order to earn credit for a course requiring an EOC, a student enrolling from a non-accredited program must take and pass the corresponding EOC. A score of 70% or better on the tests, as well as the course documentation and grades from the home study or non-accredited situation, is required in order to be awarded course credit. Students will be required to complete all needed proficiency tests within their first term of enrollment in the Clarke County School District.

If a student passes the tests administered by school district personnel to determine credit accepted, the school will also accept the grades listed on their records provided by the parent or guardian for those specific courses tested. Students who have been enrolled in a home study program or other non-accredited situation must pass required state assessments and meet State of Georgia and Clarke County Board of Education graduation requirements before a diploma will be issued.

A student who has been enrolled in a home study program or any other non-accredited situation will be informed by the school's counseling office at the time of registration in the public school that his/her participation in class is on a credit basis. A student enrolling in a CCSD public high school for the first time during a grading period shall be responsible for the content and objectives for the grading period work and major grade-bearing activities for the class.

Teachers will be responsible for informing students of their obligation for grade bearing activities, but teachers are not responsible for re-teaching information to students on content that was presented prior to the time of enrollment in school. School district personnel will assess with the student and parents schoolwork done in the non-accredited situation prior to enrollment or re-enrollment.

Transfers from Regionally and/or State Accredited Public or Private Schools and Post-Secondary Institutions
Any student requesting admission into the Clarke County School District from a regionally or state accredited public school or private school will transfer credits as recorded on the transcript from the issuing school. The letter grade for such transfer courses will be converted to a numerical grade using the Clarke County School District's conversion formula unless the previous system utilized a numerical grading system the same as the Clarke County School District.

Conversion Formula:

A+ = 98	B+ = 88	C+ = 78	D = 70	F = 69
A = 95	B = 85	C = 75		
A- = 93	B- = 83	C- = 73		

Transfer of elective courses, not in the Georgia DOE course catalog will be changed when necessary to a categorical title aligned with the course's standards. Transfer of weighted grades will follow the Clarke County School District guidelines (located on Page 12). High school students who transfer from accredited schools must also pass all of the state-required assessments and meet State of Georgia and Clarke County Board of Education graduation requirements before a diploma will be issued.

Secondary credits granted at an eligible post-secondary institution shall be converted and transcribed on the eligible high school student's transcript. Eligible post-secondary institution semester hour credit shall be converted to secondary credit as follows:
1 to 2 semester hours = .5 secondary credit
3 to 5 semester hours = 1 secondary credit

Work-Based Learning
Work-Based Learning (WBL) is available for junior and senior students who have an identified career goal and who have taken at least the first course in a Career, Technical and Agricultural Education (CTAE) or academic pathway with plans to complete the pathway. Students must complete a program application, resume and submit three teacher recommendations by the deadline dates.

Work-Based Learning combines instruction and learning at school, at the worksite and through independent projects to further enhance personal, professional and career development. Using academic and workplace learning related to the student's career goal also aides in the transition to the workforce and postsecondary education.

Work-Based Learning has three separate placement options:

Great Promise Partnership (GPP) – Launched by the Department of Community Affairs in 2012, GPP partners with private and public stakeholders to provide entry-level, paid positions targeting students who are at-risk or disadvantaged. Students are provided with additional support through mentoring, tutoring, career coaching and life skills sessions.

Internship – These can be either paid or unpaid positions that match with a student's chosen pathway. Students must have earned a minimum of one unit of credit in the pathway related to the placement.

Youth Apprenticeship – These are highly skilled positions providing students with an opportunity to earn a high school diploma, postsecondary credential/diploma and completer certificate. Student must complete 720 hours of on-the-job training.

More information on each of these Work-Based Learning options can be found on the individual high school websites.

Section II:
Courses and Programs

A.
High School
Course Descriptions

Cedar Shoals High School (CED)
Clarke Central High School (CEN)
Classic City High School (CLA)

Note: Classic City High School offers core courses through digital and blended learning environments for students that are credit deficit.

B.
Athens Community Career Academy
Program Description and
Course Descriptions

COURSE DESCRIPTIONS

English/Language Arts

Ninth Grade Literature/Composition
Advanced Ninth Grade Literature/Composition
Courses focus on a study of literary genres; students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. Students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing, students will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive and technical. The students will engage in research, timed writings and the writing process.

Tenth Grade Literature/Composition
Advanced Tenth Grade Literature/Composition
Courses focus on a study of literary genres; students develop understanding that theme is what relates literature to life and that themes are recurring in the literary world. Students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing, students will also demonstrate competency in a variety of writing. Students will engage in research, timed writings and the writing process.

American Literature/Composition
Advanced American Literature
Courses focus on the study of American literature, writing modes and genres and essential conventions for reading, writing and speaking. Students develop an understanding of chronological context and the relevance of period structures in American literature. Students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. While expository writing is the focus, students will also demonstrate competency in a variety of writing genres. Students will engage in research, timed writing and the writing process.

AP Language/Composition (American Literature)
This course focuses on study of American literature while enabling students to develop and understanding of primary and secondary sources and to develop the research skills needed to effectively synthesize sources for writing. This course conforms to the College Board recommendations to prepare students for the AP Language/Composition exam and fulfills the English 11 graduation requirement.

British Literature/Composition
Advanced British Literature/Composition
This course focuses on the study of British literature, writing modes and genres and essential conventions for reading, writing and speaking. Students develop an understanding of chronological context and the relevance of period structures in British literature, as well as an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning.

AP English Literature/Composition
This course focuses on an intensive study of representative works from various genres and periods. The focus is on complexity and analysis. The courses content stresses modes of discourse, assumptions underlying rhetorical strategies and various literary devices. This course conforms to the College Board recommendations for the AP English Literature Examination and fulfills the English 12 graduation requirement.

Writer's Workshop
This course offers opportunities for students to explore different writing genres: narrative, descriptive, persuasive and expository modes of discourse. Students will study different writers and their writing styles. Students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: fluency, style, diction, mechanics, grammar, imaginative expressions and details. The course allows students to utilize the writing process to write independently to improve their writing.

Journalism I-IV -Elective Course
These courses focus on journalistic writing. Focus is on areas including influence, purpose, structure and diction. Reading, writing and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news-gathering, the study of ethics and the aspects of copy writing, editing and revising and will study the ethics of journalism.

Multicultural Literature/Composition -Elective Course (CEN only)
The course focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing and critiquing writing styles and universal themes. Students write expository, analytical and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing and speaking.

Speech/Forensics (Debate) (CED only)
This course is a detailed study of forensic speaking, including extemporaneous speaking, oration and interpretation of literature and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research and delivery skills. Critical thinking is a major component of this course.

Basic Reading and Writing (I, II, III IV)
Course provides fundamental skills development in the five strands of the GSE courses: Reading and Literature, Reading Across the Curriculum, Writing, Conventions and Listening and Speaking and Viewing. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing, speaking and critical thinking.

ESOL (English to Speakers of Other Languages) (CED and CEN only)

Academic Language of Science and Math
This course focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and text in science and mathematics.

Communication Skills I-II: ESOL
This course will focus on the acquisition of social and instructional language across the 4 language domains as prescribed in World-Class Instructional Design and Assessment (WIDA) Standard 1.

Communication Skills in Math
This course supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the 5 basic ESOL Standards with particular emphasis on vocabulary, speaking, listening and reading skills in mathematics.

Communication Skills in Science
This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the 5 basic ESOL Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science.

Communication Skills in Social Studies
This course supports and enhances literacy and listening skills necessary for success in the content area of social studies. Guiding the course are the 5 basic ESOL Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies.

Oral Communications in the Content Areas
This course supports and enhances listening and speaking skills in the content areas and references the five basic ESOL standards with emphasis on the listening and speaking skills in the content areas.

Reading and Listening in the Content Areas
This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic ESOL Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics.

Reading and Writing in Science
This course supports and enhances reading and writing skills in science and provides students with strategies for reading and comprehending scientific texts.

Reading and Writing in Social Studies
This course focuses on reading and writing in social studies and provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses.

Writing in the Content Areas
This course focuses on writing across the standards of English/language arts, science, mathematics and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. The content addresses all five ESOL Standards.

Mathematics

Coordinate Algebra
This is the first in a sequence of three high school math courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications and a bridge to the second course through coordinate geometric topics.

Coordinate Algebra Support
The purpose of this course is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course. Mathematics Support is an elective class that is taught concurrently with the regular mathematics GSE Coordinate Algebra.

Accelerated Coordinate Algebra/Analytic Geometry A
The fundamental purpose is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena and by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity.

Analytic Geometry
This is the second course in a sequence of three high school math courses that embodies a discrete study of geometry analyzed by means of algebraic operations with correlated probability / statistics applications and a bridge to the third high school math course through algebraic topics.

Analytic Geometry Support
The purpose of this course is to address the needs of students by providing additional time and attention needed in order to successfully complete the Analytic Geometry course. This is an elective class that is taught concurrently with the regular GSE Analytic Geometry course. The majority of time in class is spent reviewing previously taught but not mastered course content and previewing future course content.

Accelerated Analytic Geometry B/Advanced Algebra
This is the second in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career including Advanced Placement Calculus AB and Advanced Placement Statistics.

Advanced Algebra
Students will apply methods from probability and statistics to draw inferences and conclusions from data. Students will expand their repertoire of functions to include polynomial, rational and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena, and synthesize their experience with functions and geometry to create models and solve contextual problems.

Accelerated Pre-Calculus – Prerequisite: Accelerated Analytic Geometry B/Advanced Algebra or Advanced Algebra
Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors.

Pre-Calculus – Prerequisite: Successful completion of Advanced Algebra
This is a 4th year mathematics course designed to prepare students for calculus and similar college mathematics courses. It requires students to: investigate and use rational functions; analyze and use trigonometric functions, their graphs and their inverses; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; find areas of triangles using trigonometric relationships; use sequences and series; understand and use vectors; investigate the Central Limit Theorem; and use margins of error and confidence intervals to make inferences from data.

Advanced Mathematical Decision Making
Students in this advanced course will be expected to complete assignments in greater depth and complexity. The pace of the course and the reading and writing assignments in it will be differentiated and extended to emphasize critical and independent thinking to produce creative applications of ideas. This is a course designed to follow the completion of Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions and use network models for making informed decisions. (Prerequisite: Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra)

College Readiness Mathematics
College Readiness Mathematics is a fourth mathematics course option for students who have completed Algebra II or Advanced Algebra, but are still struggling with high school mathematics standards essential for success in first year post-secondary mathematics courses required for non-STEM majors. The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study.

AP Calculus AB – Prerequisite : Pre-Calculus or Accelerated Pre-Calculus
Follows the College Board syllabus for the AP Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus.

AP Calculus BC
Conforms to College Board topics for the AP Calculus BC Examination. Covers AP Calculus AB topics and includes vector functions, parametric equations, conversions, parametrically defined curves, tangent lines and sequence and series.

Statistical Reasoning
Statistical Reasoning is a two-semester 4th mathematics course that provides experiences in statistics beyond the GSE sequence of courses, offering students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis and will interpret their results to make connections with the initial question.

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

Foundations of Algebra
The Foundations of Algebra course is a first year high school mathematics course option for students who have completed mathematics in grades 6, 7 and 8, yet will need additional support to bolster success in high school mathematics. Foundations of Algebra will provide opportunities to revisit and expand the understanding of foundational algebra concepts. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions and solving equations and inequalities.

Science

Biology
Advanced Biology
The Biology Georgia Standards of Excellence are designed to continue the student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology by focusing on the identification of patterns, processes, and relationships of living organisms. These standards include more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experiences in laboratories and field work using the process of inquiry. Biology students start by developing an understanding of the cellular structure and the role these structures play in living cells. The students develop a fundamental understanding of the role of bio-macromolecules, their structure and function as related to life processes. The students then analyze how genetic information is passed to their offspring and how these mechanisms lead to variability and hence diversity of species. They use cladograms and phylogenetic trees to determine relationships among major groups of organisms. Biology students are able to recognize the central role the theory of evolution plays in explaining how the diversity observed within species has led to the diversity of life across species through a process of descent with adaptive modification.

AP Biology
This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology. It aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution and organisms and populations.

Chemistry
Advanced Chemistry
The Chemistry Georgia Standards of Excellence are designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. These standards include more abstract concepts such as the structure of atoms, structure and properties of matter, the conservation and interaction of energy and matter, and the use of Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes. Students investigate chemistry concepts through experiences in laboratories and field work using the process of inquiry. Chemistry students use the periodic table to help with the identification of elements with particular properties, recognize patterns that lead to explain chemical reactivity and bond formation. They use the IUPAC nomenclature in order to predict chemical names for ionic (binary and ternary), acidic, and inorganic covalent compounds, and conduct experiments to manipulate factors that affect chemical reactions.

AP Chemistry
This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter, chemical reactions and descriptive chemistry.

Physics
Advanced Physics
The Physics Georgia Standards of Excellence are designed to continue the student investigations of the physical sciences that began in grades K-8, and provide students the necessary skills to be proficient in physics. These standards include more abstract concepts such as nuclear decay processes, interactions of matter and energy, velocity, acceleration, force, energy, momentum, properties and interactions of matter, electromagnetic and mechanical waves, and electricity, magnetism and their interactions. Students investigate physics concepts through experiences in laboratories and field work using the science and engineering practices of asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

AP Physics 1 – Prerequisite: Students should have completed Geometry and be concurrently taking Advanced Algebra or an equivalent course.
AP Physics 1 is an algebra-based introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Earth Systems
The Earth Systems Georgia Standards of Excellence are designed to continue student investigations that began in K-8 Earth Science and Life Science curricula on the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. These standards engage the students in constructing explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.

Environmental Science
Advanced Environmental Science
The Environmental Science Georgia Standards of Excellence are designed to continue the student investigations that began in grades K-8. These standards integrate the study of many components of our environment, including the human impact on our planet. Students investigate the flow of energy and cycling of matter within ecosystems, and evaluate types, availability, allocation, and sustainability of energy resources. Instruction should focus on student data collection and analysis from field and laboratory experiences. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

AP Environmental Science
The goal of this course is to provide 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.

Human Anatomy/Physiology
Advanced Human Anatomy/Physiology
The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit.

Physical Science
The Physical Science Georgia Standards of Excellence are designed to continue student investigations of the physical sciences that began in grades K-8, and provide students the necessary skills to have a richer knowledge base in physical science. The standards in this course are designed as a survey of the core ideas in the physical sciences. Those core ideas will be studied in more depth during in the chemistry and physics courses. The physical science standards include abstract concepts such as the conceptualization of the structure of atoms and the role they play in determining the properties of materials, motion and forces, the conservation of energy and matter, wave behavior, electricity, and the relationship between electricity and magnetism. The idea of radioactive decay is limited to the understanding of whole half-lives and how a constant proportional rate of decay is consistent with declining measures that only gradually approach to zero. Students investigate physical science concepts through the study of phenomena, experiences in laboratory settings, and field work.

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

Zoology
This is a laboratory based course that will survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy and physiology of porifera, cnidaria, platyhelminthes, nematode, rotifer, annelid, bryozoa, mollusca, arthropods, echinodemata, hemichordate, chordat, agnatha, chondrichthyes, osteichthyes, amphibian, reptilian, aves and mammalian will be investigated through comparative studies done during laboratory observations and dissections. Furthermore, students will compare and contrast methods used by organisms from different phyla to accomplish basic life processes.

Entomology (CLA)
The core curriculum provides students with a balanced education focusing on insect identification, biology, structure and function, behavior, ecology, and diversity. The field of insect science encompasses the agricultural, biological, and environmental sciences related to insects and their interactions with humans.

Social Studies

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

AP Government/Politics: United States
Conforms to College Board topics for the AP United States Government and Politics examination. Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights.

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

AP World History
Conforms to the College Board topics for AP World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills.

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

AP United States History
Conforms to College Board topics for the AP United States History examination. Covers discovery and settlement, colonial society, the American Revolution, Constitution and the New Republic, Age of Jefferson, nationalism, sectionalism, territorial expansion, Civil War, reconstruction, industrialization, Progressive Era, World War I, Depression, New Deal, World War II and The Cold War.

Economics/Business/Free Enterprise
Advanced Economics/Business/Free Enterprise
Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. These sections and the standards and elements therein may be taught in any order or sequence.

AP Macroeconomics
Conforms to College Board topics for the AP Macroeconomics examination. Covers basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth. (may substitute for 45.06100)

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

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

AP Human Geography
Students will be introduced to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will learn about the methods and tools geographers use in their science and practice.

Peer Leadership I-II (CED)
This course is designed to provide students with student government and academic leadership opportunities both in and outside of the classroom.

CAREER, TECHNICAL AND AGRICULTURAL EDUCATION (CTAE)

Agriculture Education/Agriscience Courses

Basic Agriculture Science and Technology
This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Agribusiness Management and Leadership (AG-AML)
Provides for the in-depth study and development of skills in leadership, citizenship and communications necessary to participate in agricultural and community organizations and to becoming contributing members of society. Emphasizes communications and speaking skills, leadership qualities, democratic processes, problem solving and decision making, leadership styles, goal setting, self concepts, small and large group dynamics, school-to-work transition skills and personal financial management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

General Horticulture and Plant Science
This course is designed as an introduction for the Horticulture-Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course also fulfills the fourth science requirement.

Nursery and Landscape
This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Floral Design and Management
This laboratory course is designed to prepare students to apply systematic business procedures and design principles in the operation of a retail or wholesale floral business. Students will learn about the cut flower industry, the history of floral design, identification of flowers and foliage, design shapes, mechanics of design, everlasting flowers, and use knowledge and skills to create custom design work for special occasions.

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

Animal Science Technology/Biotechnology

This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. This course introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Veterinary Science
The agricultural education course in veterinary science covers the basics of animal care. Topics covered include disease, parasites, feeding, shelter, grooming, and general animal care. The target population is career preparatory students desiring to continue education after high school or to enter the workforce after graduation from high school. College preparatory students benefit from the course as an elective if they plan to enter college and pursue a degree to enter the veterinary profession. This course allows students entering the workforce after graduation from high school to develop entry-level skills to become employed and to continue education on the job.

Veterinary Science Pathway (CED only)	**Plant and Landscape Systems Pathway (CED Only)**	**Plant and Floral Design System Pathway (CEN only)**	**Horticulture and Forest Science Pathway (CEN only)**
▪ Basic Agricultural Science ▪ Animal Science and Biotechnology ▪ Veterinary Science	▪ Basic Agricultural Science ▪ General Horticulture and Plant Science ▪ Nursery and Landscape	▪ Basic Agricultural Science ▪ General Horticulture and Plant Science ▪ Floral Design and Management	▪ Basic Agricultural Science ▪ General Horticulture and Plant Science ▪ Forest Science

Engineering and Technology Courses

Foundations of Engineering and Technology
The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy.

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

Engineering Applications – Prerequisite: Foundations of Engineering Concepts
Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems.

Business, Management, and Administration Courses

Introduction to Business & Technology
Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment.

Business and Technology
Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow.

Business Communications
Students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed.

Legal Environment of Business
Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals.

Entrepreneurship
Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business.

Marketing Principles
Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services.

Marketing and Entrepreneurship
Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories.

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

Business and Technology	Entrepreneurship	Marketing & Management
▪ Introduction to Business & Technology ▪ Business and Technology ▪ Business Communications	▪ Introduction to Business & Technology ▪ Legal Environment of Business ▪ Entrepreneurship	▪ Marketing Principles ▪ Marketing and Entrepreneurship ▪ Marketing Management

Information Technology Courses

Introduction to Digital Technology
Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world.

Computer Science Principles (4th science credit option)
This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.

AP Computer Science A (4th science credit option)
Students will write, run and debug computer programs, use and implement commonly used algorithms and data structures to solve problems, develop and select appropriate algorithms, code fluently in an object-oriented paradigm, use standard Java, read and understand a large program consisting of several classes and read and understand a description of the design and development process leading to such a program.

AP Computer Science Principles (can count as 4th science credit option)
AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology impact the world. This new College Boards course was developed with a unique focus on creative problem solving and real-world applications.

Transportation, Distribution and Logistics Courses (CED only)

Automobile Maintenance and Light Repair Pathway
There are three courses in this Pathway, which include classroom and laboratory experiences enabling students to develop technical and academic skills for preparation for employment in the automotive services industry.

Basic Maintenance and Light Repair
This is the foundational course for the pathway. Students will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will be exposed to courses in automotive preventative maintenance, servicing and replacing brakes, and steering and suspension components. In addition, general electrical system diagnosis, electrical theory and performing basic engine diagnostics will be learned, as well as evacuating and recharging air conditioning systems using the proper refrigerant. The hours completed in this course are aligned with ASE/NATEF standards and are a base for the entry-level technician.

Maintenance and Light Repair II – Prerequisite: Basic Maintenance and Light Repair
Students will continue their study and practice of basic maintenance and light repair concepts and theory. Further exploration of diagnostic testing on the systems learned in the foundation class will enable students to hone their automotive maintenance skills and learn more about determining the correct action based on the outcome of diagnostic testing. Students will also demonstrate employability skills required by business and industry.

Maintenance and Light Repair III
In this last course of the pathway, students will master the skills required for becoming an entry-level technician. In addition to the systems learned in the first and second courses, students will perform general automatic and manual transmission repair, demonstrate knowledge of general engine repair in a variety of automobile engine types including hybrids, as well as analyze the engine performance utilizing the various technology tools they would encounter as an employee of an automotive service company. Students will also continue their study of employability skills that will prepare them for college and/or career possibilities.

Arts, A/V Technology, and Communications Courses

Introduction to Graphics and Design
The goal of this course is to provide all students with an introduction to the principles of graphic communications and design and its place in the world. This course should also help students to use computers effectively, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society. They can learn the theories behind creating aesthetically pleasing designs and how to work with consumers.

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

Advanced Graphic Design
Students will continue to explore the principles of design and layout procedures as they relate to graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities.

Programming, Games, Apps and Society
The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life-cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry.

Fine Arts

Intermediate Band I-II
Advanced Band
Mastery Band
Courses focus on the development and refining of performance skills and precision on a wind or percussion instrument at progressing levels. Emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and music appreciation. Stresses individual, self-paced progress and ensemble experiences.

Beginning Chorus
Intermediate Chorus
Advanced Chorus
Courses focus on the development of performance skills and knowledge in mixed choral singing at progressing levels. Emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and music appreciation. Stresses individual progress and group experiences.

Intermediate Choral Ensemble
Advanced Choral Ensemble
Courses offer opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing at progressing levels. Emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and music appreciation. Stresses individual progress and group experiences offering large and small ensemble experiences.

Dramatic Arts/Fundamentals I-II
Courses develop and apply performance skills through access to basic vocal, physical and emotional exercises including improvisation, scene study and related technical art forms. Opportunities in upper level courses include producing and studying children's theater and literature as related to theater with performance opportunities, as well as opportunities to produce and write plays for presentation exploring the role of the playwright.

Dramatic Arts/Acting I- II
Courses focus on advanced acting process stressing the development of imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions and ideas enhancing self-confidence and self-awareness. Focuses on classical and historical scene study.

Dramatic Arts/Advanced Drama I-II
Courses focus on acting and theater as disciplined art forms, covering methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication and enhances vocal techniques and specific patterns for better verbal communication. Uses historical, textual and improvisational studies.

Dramatic Arts/Musical Theatre I-II
Courses focus on the style and characteristic elements of modern musical theater covering production, staging, orchestration, voice and dance. Provides an opportunity for team teaching through interdisciplinary collaboration with the chorus, band, art, technology, physical education and dance instructors. Offers opportunity for performance.

Dramatic Arts/Technical Theatre I-II
These courses include the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes, including include make-up design, costume construction, set development and management of production staff.

Beginning Keyboard Techniques
Intermediate Keyboard Techniques
Advanced Keyboard Techniques
Courses focus on piano keyboard techniques covering performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and music appreciation at progressing levels. Provides an individualized setting.

Modern Dance I-IV
Courses focus on modern dance covering shape, form, line and experimentation with individual expression and creativity. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. Upper level courses emphasize intermediate and advanced-level technical skills, speed and quality of movement, complex combinations, improvisational performance technique, the development of individual style and artistic growth. Offers performing and observation opportunities.

Beginning Guitar
Intermediate Guitar
Advanced Guitar
Courses allow students to apply their skills in four major categories: skills and techniques/performance, creation, critical analysis and cultural and historical context. Students will read and notate music and perform alone and with others in a variety of musical genres.

Beginning Music Technology
Intermediate Music Technology – Prerequisite: Must read music
Advanced Music Technology
Courses will focus on the concepts of music technology and its use in current music production methods. Intermediate and advanced courses will incorporate MIDI protocol, multi-track compositions using sequencing software, song accompaniments, notation software and operational techniques for sound reinforcement systems.

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

AP Music Theory (CEN only)
Conforms to College Board topics for the AP Music Theory examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding.

Intermediate Beginning Orchestra I-II
Advanced Beginning Orchestra
Mastery Orchestra
Courses focus on the development of performance skills and precision on orchestral stringed instruments at progressing levels. Emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and music appreciation. Stresses individual, self-paced progress and ensemble experiences.

Visual Arts/Art History I (CEN)
Introduces art history through works of art from antiquity to the present. Covers style, symbolism, media, subject matter, and the purposes of art and artist. Explores the technological, economic, religious, political, and social influences on development of architecture, painting, sculpture, and other art forms. Emphasizes the relationship of history to art criticism, aesthetics, and art productions.

Visual Arts/Sculpture I and II (CEN)
Introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive and modeling methods. Explores traditional and nontraditional materials for sculpted works and the work of both historical and contemporary sculptural artists.

Visual Arts Comprehensive I-IV (CED and CEN)
Courses focus on art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance and examines the role of art and the artist in past and contemporary societies.

Visual Arts Drawing and Painting I-V (CEN)
Drawing and painting techniques and a variety of drawing and painting media are introduced. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work. Level II 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.

AP Studio Art: Drawing – Prerequisite: Visual Arts Drawing/Painting II
Conforms to College Board topics for the AP Studio Art Drawing Portfolio examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

Advanced Placement Studio Art: 2D Design Portfolio (CEN)
Conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

Advanced Placement Studio Art: 3D Design Portfolio (CEN)
Conforms to College Board topics for the Advanced Placement Studio 3D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

AP Art History
The focus of the AP Art History course is the functions and effects of art. Students consider influential forces like patronage, politics, class, belief, gender and ethnicity in their analysis of art forms. They examine styles, techniques, themes and chronology, comparing and contrasting art forms from various perspectives. Students explore a specific set of 250 works of art in 10 content areas beginning with art from global prehistory and ending with global works from the present.

Health and Physical Education

Health and Personal Fitness
The health portion of this course explores the mental, physical and social aspects of life and how each contributes to total health and well-being. The course emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health and community health. In the physical education potion, instruction in methods to attain a healthy level of physical fitness is emphasized. The course covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information.

General Physical Education I-II (CEN only)
Courses focus on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education experiences, rhythmic/dance, recreational games, gymnastics and self-defense. Provides basic methods to attain a healthy and active lifestyle.

Aerobic Dance (CEN only)
Advanced Aerobic Dance
Courses provide opportunities to perform choreographic routines to music and to increase strength, cardiovascular and muscular endurance and flexibility. Includes fitness concepts for developing healthy lifetime habits and enhancing strength, cardiovascular endurance, flexibility, coordination and muscular endurance through aerobic dance. Emphasizes self-management and adherence strategies.

Body Sculpting
Advanced Body Sculpting
Advanced Personal Fitness
Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle t1, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.

Exercise and Weight Control
Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition, providing self-management and adherence strategies to continue weight control through a safe and effective exercise program. Includes consumer information on products, programs and fitness concepts for developing healthy lifetime habits.

Introduction to Lifetime Sports – Senior Level
Courses focus on fundamental skills, strategies and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating and skiing.

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

Introduction to Team Sports
Advanced Team Sports
Courses focus on fundamental skills, strategies and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.

Weight Training
Courses focus on weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits and increasing strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.

Military Science Courses

The mission of the Junior Reserve Officers' Training Corps (JROTC) is to "motivate young people to be better citizens." The JROTC program prepares students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. Three units of JROTC Army courses will satisfy the graduation requirement for Health and Personal Fitness.

JROTC Army I: Introduction to Leadership and Character Development
This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the US Constitution, Bill of Rights, responsibilities of US citizens and the federal justice system.

JROTC Army II: Intermediate Life Skills, Geography and Government
This course includes classroom instruction and laboratory instruction. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

JROTC Army III: Advanced Leadership, Principles Of Management, Advanced Life Skills, Orienteering and History
This course includes classroom instruction and laboratory instruction. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems.

JROTC Army IV: Leadership Seminar and Social Sciences
This course includes classroom instruction and laboratory instruction. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic and political characteristics are discussed. It explores various methods on determining distance, direction and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed.

JROTC Army V: MOWW Focus Curriculum, Service Learning and Community Service
This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a resume, study smart, build a team, resolve conflicts and perform community service.

Modern/Classical Languages

French I-IV – Prerequisite for levels II-IV: French at the previous level or teacher recommendation
Advanced French II-IV
Courses focus on the French language emphasizing listening, speaking, reading and writing skills and provides opportunities to develop these skills in an integrated way. Provides language development through exploration of familiar and unfamiliar topics as well as opportunities to develop an understanding of French-speaking cultures.

AP French – Prerequisite: French IV or teacher recommendation
Conforms to College Board topics for the AP French Language examination. Emphasizes using the language for active communication. Stresses the ability to understand French in various contexts, to develop a vocabulary sufficient for reading newspapers, magazines, literary texts and other nontechnical writing and to express oneself in speech and in writing coherently, fluently and accurately.

Spanish I-V – Prerequisite for levels II-IV: Spanish at the previous level or teacher recommendation
Advanced Spanish II-V
Courses focus on the Spanish language emphasizing listening, speaking, reading and writing skills and provides opportunities to develop these skills in an integrated way. Provides language development through exploration of familiar and unfamiliar topics as well as opportunities to develop an understanding of Spanish-speaking cultures.

AP Spanish Language and Culture – Prerequisite: Spanish IV or teacher recommendation
Conforms to College Board topics for the AP Spanish Language examination. Emphasizes the ability to comprehend formal and informal spoken Spanish, to acquire the vocabulary and grasp of structure to read newspapers, magazines and Hispanic literature, to compose expository passages and to speak accurately and fluently.

AP Spanish Literature and Culture – Prerequisite: Spanish IV or teacher recommendation
Conforms to College Board required authors and selected works for the AP Spanish Literature examination. Emphasizes the ability to understand a lecture in Spanish and discuss literary topics in Spanish, to read Hispanic literary texts in all genres and to analyze critically form and content of literary works orally and in writing using appropriate terminology.

Spanish for Native Speakers Level I
Spanish for Native Speakers Level II
Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners. The recommended entrance requirement for the beginning level is at the intermediate to mid level of proficiency in listening comprehension on the American Council on the Teaching of Foreign Languages (ACTFL) scale. This course will develop reading, writing, speaking and listening skills. The student will also develop an awareness and understanding of Hispanic cultures, such as language variations, customs, geography and current events.

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

Non-Departmental Courses

Internship I-IV Prerequisite: Application and approval by gifted coordinator
Academic internships are academic electives used in local systems when the high school's regular course descriptions are insufficient to meet the needs of the most academically able and most highly motivated students. School system employees assist individual gifted students in securing positions in a professional workplace where they can pursue advanced academic knowledge and skills in areas of interest. The learning objectives of the internship are developed jointly by the student, gifted program personnel, department faculty at the high school and central office curriculum staff. A school system employee with the gifted education endorsement supervises students participating in a Gifted Internship course; an individual in the workplace must also agree to communicate with the student and his/her faculty advisor regarding the student's performance. An individual student contract is reviewed and approved (if acceptable) by a district wide committee. The student contract must include specific learning goals and objectives, a plan for achieving the objectives, a proposal for a final project or product, a plan for professional presentation of the product and the criteria by which the product will be evaluated.

Community Service/Learning I-II
These courses provide elective credit to students who show an interest in community-based service or projects.

Study Skills I-IV
Each course introduces and reinforces methods to improve skills in test taking, note taking, time management, problem solving, decision-making, active listening, goal setting and organization. Emphasizes applying skills in content-specific areas and improving reading and writing skills and preparation for standardized tests including Milestones, EOCs, PSAT, ACT and the SAT.

Athens Community Career Academy

Program Description:
The Athens Community Career Academy (ACCA) offers a unique and innovative experience to all Clarke County School District high school students. The ACCA is a partnership between the Clarke County School District, Athens Technical College and the University of Georgia. In addition to high school pathways, students have the opportunity to dual enroll in college courses, take career-themed college certification courses and participate in unique internships. ACCA was named Georgia's College and Career Academy of the Year in 2014.

Admissions Process (for college level courses):
To be considered for ACCA admissions, students must:

- Complete a minimum of (6) Carnegie units of course credit with a 2.0 high school GPA
- Commit to taking the required 3-4 courses to earn a minimum of a Technical Certificate of Credit (TCC)
- Achieve the entrance assessment score requirements of:
    - ACCUPLACER exam with a minimum score of (60) in Writing, (55) in Reading, (34) in Arithmetic, OR
    - ACT exam with a minimum score of (12) in English, (13) in Reading, and (17) in Math, OR
    - SAT exam with a minimum test score of (24) in Verbal/Critical Reading and (22) in Math

*Rising juniors and seniors can waive the testing requirement IF they have a HOPE GPA of 2.6 at the time they apply.

Additional Information:

- Students will be required to take FSSE 1000 (First Semester Seminar) in their first year at the Career Academy.
- Part-Time students must take a minimum of (2) courses per semester.
- ACCUPLACER Exam:
    - Although administered monthly, students are only able to test at the Career Academy twice per school year.
    - Students who test in the adult literacy range will be required to show proof of remediation (i.e. Khan Academy, ACCUPLACER Prep, etc.) before they will be allowed to retake the placement exam.
- Application and exam scores (ACCUPLACER, ACT, or SAT) must be received no later than July 1st.

High School Pathways offered at the Athens Community Career Academy:
Allied Health and Medicine
Audio and Video Technology and Film
Culinary Arts
Teaching as a Profession

College Pathways offered at the Athens Community Career Academy:
Courses are transferable to institutions within the Technical College System of Georgia. Students may earn a Technical Certificate of Credit (TCC), Diploma or Associate's Degree (A.S.) in the fields below:

Business Management
Cosmetology
Criminal Justice Technology
Early Childhood Care and Education
Emergency Medical Response
Engineering Technology
Personal Robotics
Video Game Design

High School Pathway Course Descriptions

Audio and Visual Technology and Film Pathway (ACCA only)

Audio and Video Technology and Film
This course will serve as the foundational course in the Audio and Video Technology and Film pathway. The course prepares students for employment or entry into postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production and professional ethics.

Audio and Video Technology and Film II
This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include planning, writing, directing and editing a production, field equipment functions, operational set-up and maintenance, advanced editing operations, studio productions, performance, audio/video control systems, production graphics, career opportunities and professional ethics.

Audio and Video Technology and Film III
This one credit course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production.

Culinary Arts Pathway (ACCA only)

Introduction to Culinary Arts
In this course, fundamental culinary techniques, skills and terminology will be introduced and mastered through the development and implementation of simulations and real-world experiences. Students will implement the philosophy and skills of Farm to Table in developing menus and preparing food.

Culinary I
This course is designed to provide additional experiences and skills through the use of the Farm to Table program. Students will apply and refine their knowledge of culinary techniques, skills and terminology through further menu development and food preparation. Food production skills including portion control, nutritional content and real-world application are developed.

Culinary II
Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.

Health Science: Allied Health and Medicine Pathway (ACCA only)

Introduction to Healthcare Science
The concepts of human growth and development, interaction with patients and family members, health, wellness and preventative care are evaluated, as well as the legal and ethical responsibilities of today's healthcare provider. Fundamental health care skills development is initiated including microbiology, basic life support and first aid.

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

Allied Health Care and Medicine
This course is designed to offer students the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care.

Teaching as a Profession Pathway

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

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

Teaching as a Profession Practicum
The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.

College Courses by Pathway

Business Management

Course	College Credit Hours
MGMT 2145: Business Plan Development	3
MKTG 2210: Entrepreneurship	6
MKTG 2270: Retail Operations Management	3
Total	12

Cosmetology Shampoo Technician

Course	College Credit Hours
COSM 1000: Introduction to Cosmetology Theory	4
COSM 1020: Hair Care and Treatment	3
COSM 1040: Styling	3
COSM 1120: Salon Management	3
Total	14

Criminal Justice Technology

Course	College Credit Hours
CRJU 1010: Introduction to Criminal Justice	3
CRJU 1030: Corrections	3
CRJU 1040: Principles of Law Enforcement	3
COMP 1000: Introduction to Computers	3
Totals	12

Early Childhood Care and Education

Course	College Credit Hours
ECCE 1103: Child Growth and Development	3
ECCE 1101: Introduction to Early Childhood Care and Education	3
ECCE 1105: Health, Safety and Nutrition	3
Totals	9

Emergency Medical Response

Course	College Credit Hours
ALHS 1011: Structure and Functioning of the Human Body	5
ALHS 1090: Medical Terminology for Allied Health Sciences	2
FSSE 1000: First Semester Seminar	3
EMSP 1000: Emergency Medical Response	3
Totals	13

Emerging Technology - Robotics

Course	College Credit Hours
EMTX 1000: Tech Driven Problem Solving	4
CIST 1001:Computer Concepts	4
EMTX 1201: Introduction to Personal Robotics	4
EMTX 2201: Advanced Personal Robotics	4
Total	16

Emerging Technology - Video Game Design Specialist

Course	College Credit Hours
EMTX 1000: Tech Driven Problem Solving	4
CIST 2751: Game Development I	4
CIST 2752: Game Development II	4
EMTX 2010: Introduction to Wearable Computing and AR	4
Total	16

Engineering Technology (EBT1)

Course	College Credit Hours
ENGL 1101: Composition and Rhetoric	3
ENGT 1000: Introduction to Engineering Technology	3
FSSE 1000: First Semester Seminar	3
MATH 1111: College Algebra	3
MATH 1113: Precalculus	3
DFTG 1101: CAD Fundamental	4
BIOL 1111: Biology I and Lab	4
Total	23

College Pathway Course Descriptions

Business Management Pathway

MGMT 2145: Business Plan Development
This course provides students with the knowledge and skills necessary for managers or entrepreneurs to develop and implement business plans. Topics include business/community compatibility, introduction to cash flow and break even analysis, product/service idea development, determination of market feasibility, determination of financial feasibility, marketing strategy development, operations outline development, and application of financial concepts.

MKTG 2210: Entrepreneurship
This course provides an overview of the steps needed to establish a business. Topics include planning, location analysis, financing, and entrepreneurial ethics and social responsibility.

MKTG 2270: Retail Operations Management
This course emphasizes the planning, staffing, leading, organizing, and controlling management functions in a retail operation. Topics include the retailing environment, retailing strategy, supply chain management, financial planning, financial strategies, employee relations, and career paths in retailing.

Cosmetology Shampoo Technician Pathway

COSM 1000: Introduction to Cosmetology Theory
This course introduces the fundamental theory and practices of the cosmetology profession. Instructors emphasize professional practices, safety, and infection control. Topics include state rules and regulations, the state regulatory agency, image, bacteriology, decontamination and infection control, chemistry fundamentals, safety and infection control, Hazardous Duty Standards Act compliance, and anatomy and physiology.

COSM 1020: Hair Care and Treatment
This course introduces the theory, procedures, and products used in the care and treatment of the scalp and hair. Topics include disease disorders and their treatments; the fundamental theory and skills required to shampoo, condition and recondition the hair and scalp; and safety and infection control.

COSM 1040: Styling
This course introduces the fundamental theory and skills required to create shapings, pin curls, fingerwaves, roller placement, blow dry styling, thermal curling, thermal pressing, thermal waving, artificial hair and augmentation and comb-outs. Students practice styling techniques on manikins during laboratory exercises. Topics also include braiding and intertwining hair, styling principles, pin curls, roller placement, fingerwaves, skip waves, ridge curls, blow dry styling, thermal curling, thermal pressing, thermal waving, artificial hair and augmentation, comb-outs and safety precautions and practices.

COSM 1120: Salon Management
This course emphasizes the steps involved in opening and operating a privately owned salon. Topics include law requirements regarding salon and spa employment, taxpayer education, federal and state responsibilities, legal requirements for owning and operating a salon business, business management practices, and public relations and career development.

Criminal Justice Pathway

COMP 1000: Introduction to Computers
This course introduces the fundamental concepts, terminology and operations necessary to use computers. Emphasis is placed on basic functions and familiarity with computer use. Topics include an introduction to computer terminology, the Windows environment, Internet and email, word processing software, spreadsheet software, database software and presentation software.

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

CRJU 1030: Corrections
This course provides an analysis of all phases of the American correctional system and practices, including its history, procedures and objectives. Topics include: history and evolution of correctional facilities; legal and administrative problems; institutional facilities and procedures; probation, parole and prerelease programs; alternative sen10cing; rehabilitation; community involvement; and staffing.

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

Early Childhood Care and Education Pathway

ECCE 1101: Introduction to Early Childhood Care and Education
Introduces concepts relating the responsibilities and procedures involved in a variety of early childhood care situations. Topics include historical perspectives; professionalism; guidance; developmentally appropriate practices; learning environment (including all children); cultural diversity; and licensing, accreditation and credentialing.

ECCE 1103: Child Growth and Development
Introduces the student to the physical, social, emotional and cognitive development of the young child (prenatal through 12 years of age). The course provides for competency development in observing, recording and interpreting growth and development stages in the young child; advancing physical and intellectual competence; supporting social and emotional development; and examining relationships between child development and positive guidance. Topics include developmental characteristics, prenatal through age 12, developmental guidance applications, observing and recording techniques, ages and stages of development and introduction to children with special needs.

ECCE 1105: Health, Safety and Nutrition
Introduces the theory, practices and requirements for establishing and maintaining a safe, healthy learning environment. Topics include CPR and first aid, health issues, safety issues, child abuse and neglect and nutritional needs of children. Students must pay a $40 supply fee when registering for this course.

Emergency Medical Response Pathway

ALHS 1011: Medical Terminology for Allied Health Sciences
This course focuses on basic normal structure and function of the human body. Topics include general plan and function of the human body, integumentary system, skeletal system, muscular system, nervous and sensory systems, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system.

ALHS 1090: Structure and Functioning of the Human Body
This course focuses on basic normal structure and function of the human body. Topics include general plan and function of the human body, integumentary system, skeletal system, muscular system, nervous and sensory systems, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system.

FSSE 1000: First Semester Seminar
This course is designed to introduce first-time college students to the campus resources and academic skills necessary to achieve their educational and career goals. Emphasis is placed on promoting connections between student needs and college resources, and the development of college-level learning and success skills (study skills, career exploration, goal planning, time management, financial planning). Through the use of academic strategies and self-discovery, students will acquire knowledge and skills to help them succeed in college and in life. Additionally, this course introduces the fundamental concepts and operations necessary to use computers. The course emphasizes word processing, spreadsheet, and presentation software; the Internet; and utilizing the college's learning management system and student information system.

EMSP 1000:Emergency Medical Response
This course serves as the introductory course to the Emergency Medical Services profession. It orients students to the pre-hospital care environment and to issues related to the provision of patient care in both in-hospital and out-of-hospital circumstances. It provides foundational information upon which subsequent curriculum content is based. Successful completion of this course increases the potential for success in subsequent courses and should allow students to apply the fundamental knowledge, skills, and attitudes gained in order to effectively communicate and function safely, ethically, and professionally within the emergency medical services environment.

Emerging Technologies Pathway- Robotics

CIST 1001: Computer Concepts
This course provides an overview of information systems, computers and technology. Topics include information systems and technology terminology, computer history, data representation, information technology ethics, data storage concepts, system development methodology, computer number systems conversion (Binary and Hexadecimal) and mobile computing. Topics also include the fundamentals of information processing, information security, hardware operation, networking, the Internet, software design concepts and software (system and application).

EMTX 1001: Tech-Driven Problem Solving
This course provides an overview of emerging technology. Students will explore the new and different technologies available to business, industry, and government. Topics include hands-on demonstrations of the technologies, ethics of the use of these technologies, and the application of these technologies on a semester-long project.

EMTX 1201: Introduction to Personal Robotics
This course provides a comprehensive discussion of personal robotics and their present day use, as well as their use in the future. The course will consist of the beginning of simple robotic construction, programming, and deployment.

EMTX 1201: Advanced Personal Robotics
This course provides a comprehensive discussion of personal robotics and their present day use, as well as their use in the future. Students will work on projects that include advanced robotic construction, programming, and deployment.

Emerging Technologies Pathway – Video Game Design Specialist

EMTX 1000: Tech Driven Problem Solving
This course provides an overview of emerging technology. Students will explore the new and different technologies available to business, industry and government. Topics will include hands on demonstrations of the technologies, ethics of the use of these technologies and application of these technologies on a semester long project.

CIST 2751: Game Development I
This course covers the design and creation of a 2D interactive game using the latest in industry standard. Topics include game development and concepts, sprite creation using .png and .gif formats, object placement and orientation, event-driven programming, pseudocode and level and class design.

CIST 2752: Game Development II
This course covers the design, creation and implementation of 2D and 3D elements as well as programming concepts into an interactive application. Topics include interface design, 3D object creation, game flow and scripting.

EMTX 2010: Intro to Wearable Computing and AR
This course provides a comprehensive discussion of Wearable Computing and the use of Augmented Reality by business, industry and government. Students will take a hands-on approach to these technologies and work with these technologies to solve problems in business, medicine, industry and government.

Engineering Technology Pathway

DFTG 1101: CAD Fundamentals
This course establishes safety practices as they relate to a drafting environment. It introduces basic CAD functions while presenting essential principles and practices for line relationships, scale and geometric construction.

ENGT 1000: Introduction to Engineering Technology
This course provides a study of engineering technology as a career field and describes the knowledge and skills required for academic and occupational success. Topics include careers in engineering technology, measurements and standards, mathematical operators, engineering tools and engineering concepts. Laboratory work reinforces mathematical, mechanical and electrical concepts through practical exercises, including the measurement and calculation of the density of objects, relative humidity, digital multimeters usage, circuit construction, precision instruments usage and team exercises.

General Academic Course Descriptions
(Not Specific to a Pathway)
***DUAL ENROLLMENT courses are identified with () meet core content graduation requirements.**

ARTS 1101: Art Appreciation
This course explores the visual arts and the relationship to human needs and aspirations. Students investigate the value of art, themes in art, the elements and principles of composition, and the materials and processes used for artistic expression. Students will explore well-known works of visual art. The course encourages student interest in the visual arts beyond the classroom.

BIOL 1111/1111L: Biology I and Biology Lab- (meets 4th science graduation requirement)
Provides an introduction to basic biological concepts with a focus on living cells. Topics include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics and biotechnology.
1111L: Selected laboratory exercises paralleling the topics in BIOL 1111. The laboratory exercises for this course include chemical principles related to cells, cell structure and function, energy and metabolism, cell division, protein synthesis, genetics and biotechnology.

ECON 2106: Microeconomics - (meets graduation requirement for 12th grade Economics)
This course provides an analysis of the ways in which consumers and business firms interact in a market economy. Topics include basic economic principles; consumer choice; behavior of profit maximizing firms; modeling of perfect competition and monopoly, oligopoly and monopolistic competition.

ENGL 1101: Composition and Rhetoric- (meets graduation requirements for 10th OR 12h grade Literature)
Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include writing analysis and practice, revision and research. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience.

ENGL 1102: Literature and Composition- (meets graduation requirement for 12th grade Literature)
Emphasizes the student's ability to read literature analytically and meaningfully and to communicate clearly. Students analyze the form and content of literature in historical and philosophical contexts. Topics include reading and analysis of fiction, poetry and drama; research; and writing about literature.

ENGL 2130: American Literature - (meets graduation requirement for 11th grade Literature)
This course emphasizes American literature as a reflection of culture and ideas. This course includes a survey of important works in American literature and a variety of literary genres, including short stories, poetry, drama, nonfiction, and novels. Topics include literature and culture, essential themes and ideas, literature and history, and research skills.

HIST 2112: US History II- (meets graduation requirement for US History)
Emphasizes the study of the social, cultural and political history of the United States from 1865 to the beginning of the twenty-first century and will equip the student to better understand the problems and challenges of the contemporary world in relation to events and trends in modern American history. The course also provides an overview of the history of Georgia and the development of its constitution. Topics include the Reconstruction Period; the great West, the new South and the rise of the debtor; the Gilded Age; the progressive movement; the emergence of the US in world affairs; the Roaring Twenties; the Great Depression; World War II; the Cold War and the 1950's; the 1960's and 1970's; and America since 1980.

MATH 1111: College Algebra
This course emphasizes techniques of problem solving using algebraic concepts. Topics include fundamental concepts of algebra, equations and inequalities, functions and graphs and systems of equations and analytic geometry.

MATH 1113: Pre-Calculus – Prerequisite: MATH 1111 or equivalent- (awards high school pre-calculus credit)
This course prepares students for calculus. The topics discussed include an intensive study of polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs. Applications include simple maximum and minimum problems, as well as exponential growth and decay.

MATH 1131: Calculus – Prerequisite: MATH 1113 or equivalent - (awards high school calculus credit)
This course includes the study of limits and continuity, derivatives and integrals of functions of one variable. Applications are incorporated from a variety of disciplines. Students will study algebraic, trigonometric, exponential and logarithmic functions.

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

SPCH 1101: Public Speaking
This course introduces students to the fundamentals of oral communication. Topics include selection and organization of materials, preparation and delivery of individual and group presentations, analysis of ideas presented by others and professionalism.

University System of Georgia and Technical College System of Georgia Transfer Courses

USG institutions and TCSG institutions will accept the following general education courses for transfer between their respective institutions:

Technical College System of Georgia Title Prefix and Number		University System of Georgia Equivalent
American Government	POLS 1101	POLS 1101
American Literature	ENGL 2130	ENGL 2130
Art Appreciation	ARTS 1101	ARTS 1100-1107
Biology Introduction I	BIOL 1111 BIOL1111L	BIOL 1111 BIOL1111L
Biology Introduction II	BIOL 1112 BIOL 1112L	BIOL 1112 BIOL 1112L
Calculus	MATH 1131	MATH 1131
Chemistry I (Intro)	CHEM 1151 CHEM 1151L	CHEM 1151 CHEM 1151L
Chemistry II (Intro)	CHEM 1152 CHEM 1152L	CHEM 1152 CHEM 1152L
College Algebra	MATH 1111	MATH 1111
Economics (Macro)	ECON 1199	
Economics (Micro)	ECON 1198	
Economics (Principles)	ECON 1101	ECON 1101
English Composition I	ENGL 1101	ENGL 1101
English Composition II	ENGL 1102	ENGL 1102
Humanities (Intro)	HUMN 1101	HUMN 1101
Math Modeling (Intro)	MATH 1101	MATH 1101
Pre-Calculus	MATH 1113	MATH 1113
Physics I (Intro)	PHYS 1111 PHYS 1111L	PHYS 1111 PHYS 1111L
Physics II (Intro)	PHYS 1112 PHYS 1112L	PHYS 1112 PHYS 1112L
Psychology (Intro)	PSYC 1101	PSYC 1101
Public Speaking	SPCH 1101	COMM 1100-1110
Sociology (Intro)	SOCI 1101	SOCI 1101
Statistics (Intro)	MATH 1127	MATH 1127
US History I	HIST 2111	HIST 2111
US History II	HIST 2112	HIST 2112
World History I	HIST 1111	HIST 1111
World History II	HIST 1112	HIST 1112

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