



ENGLISH

World Literature/Composition

Reading and Literature: Emphasis will be placed on developing reading comprehension strategies and basic analysis of various short texts. **Writing:** This class focuses on the development of the skills necessary for constructed response questions, expository/informational writing, persuasive writing, analysis writing, and personal narratives. It focuses on the development of brainstorming, organizing, and writing techniques. **Conventions:** Students will demonstrate understanding and control of the basic rules of the English language, with a focus on writing complete sentences, subject verb agreement, end punctuation, comma/colon/semi-colon usage, the use of modifiers to enhance and vary sentence structure, and various writing formats.

Prerequisite: 9th Grade Student, and a score of 1 on their most recent English Language Arts EOG

Ninth Grade Literature/Composition

Reading and Literature: Students will identify, analyze, and apply knowledge of structures and elements of fiction, nonfiction, poetry, and dramatic literature. Students will identify, analyze, and apply knowledge of theme in literary works, as well as employ a variety of writing genres to demonstrate understanding of theme, detailed references, and allusions within a text. Students will understand and acquire new vocabulary. **Writing:** Students will produce writing that establishes an appropriate organizational structure, including thesis and support. Students will demonstrate competence in a variety of genres, including narrative, expository, and technical writing. Students will practice both timed and process writing. **Conventions:** Students will demonstrate understanding and control of the rules of the English language, manuscript form, and writing formats, with a focus on comma usage, sentence structure, and basic sentence modifiers.

Honors Ninth Grade Literature/Composition

Although the standards remain the same, the honors level of Ninth Grade Language Arts typically involves a significantly increased reading and writing workload than the non-Honors class. Honors students must be able to select and independently work with texts from a high level reading list. Honors students will be expected to deeply read and analyze texts, both with and without classroom guidance. Honors classes cover text and material at an accelerated pace. This class is targeted for motivated students who are more inclined for rigorous assignments.

Prerequisite: Successful completion of previous two courses, a score of 3 or 4 on their previous ELA EOC, and teacher recommendation

American Literature/Composition

American Literature and Composition Honors is a study of the major literary topics, themes, and movements in the history of the United States from pre-colonial times to present day in a thematic pattern, comparing and contrasting to modern day themes within each unit of study. **Reading and Literature:** Students will focus on major literary forms of the emerging nation, analyze literary themes and trends, and both research and compose several papers, speeches, and presentations, using representative forms of discourse. This course prepares students for college. **Writing:** It offers opportunities to improve reading/writing, speaking/listening, and critical thinking skills through the study of American literature and emphasizes developing control in writing (thesis support – narrative, expository, and persuasive), moving toward precision in persuasive writing and refining research skills. **Conventions:** Students will demonstrate understanding and control of the rules of the English language, with a focus on comma usage, enhanced modifiers, punctuation, and varied sentence structure.

Prerequisite: Successful completion of Ninth Grade Literature/Composition

Honors American Literature/Composition

This course requires a teacher recommendation, which may be based on the following: course grades, standardized test scores, and academic achievement. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. American Literature and Composition Honors is a study of the major literary topics, themes, and movements in the history of the United States from pre-colonial times to present day in a thematic pattern. **Reading and Literature:** Students will focus on major literary forms of the emerging nation, analyze literary themes and trends, and both research and compose several papers, speeches, and presentations, using representative forms of discourse. This course prepares students for college. **Writing:** It offers opportunities to improve reading/writing, speaking/listening, and critical thinking skills through the study of American literature and emphasizes developing control in writing (thesis support – narrative, expository, and persuasive), moving toward precision in persuasive writing and refining research skills. This level of study will push students to strive for an exceeding score, enhancing their writing beyond the average mastery of standards. **Conventions:** Students will demonstrate understanding and control of the rules of the English language, with a focus on comma usage, enhanced modifiers, punctuation, and varied sentence structure. At this level, students will be required to meet expectations in regards to grammar and mechanics akin to those of college.

Prerequisite: Successful completion of previous two courses, a score of 3 or 4 on their previous ELA EOC, and teacher recommendation

World Literature/Composition

Students read literature based on the universal human experience across culture and time, write extensively, and improve skills in critical listening, thinking, speaking and research. World Literature and Composition is a study of universal themes present in literature from ancient civilizations to modern cultures around the world. **Reading and Literature:** Emphasis will be placed on literary analysis and close critical reading. This course emphasizes the importance of different cultural viewpoints expressed through reading and literary discussions. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts to learn about universal themes common in literary works, including the novel, short story, poetry, drama, and nonfiction. **Writing:** This class requires development in written literary analysis, argumentative writing, and personal narrative. It focuses on the development of thinking, organizing, speaking, writing, and listening skills as of means of establishing effective writing and research habits. Furthermore, this class will emphasize the importance of speaking and delivering as means of conveying comprehension and inference skills. **Conventions:** Students will demonstrate understanding and control of the rules of the English language, with a focus on comma/colon/semi-colon usage, the use of modifiers to enhance and vary sentence structure, various modes of punctuation, and various writing formats.

Prerequisite: Successful completion of previous two courses (9th Grade Lit & American Lit)

Honors World Literature/Composition

This class is targeted for motivated students who are more inclined for rigorous assignments. This course requires a teacher recommendation, which may be based on the following: course grades, standardized test scores, and academic achievement. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. World Literature and Composition is a study of universal themes present in literature from ancient civilizations to modern cultures around the world. **Reading and Literature:** Emphasis will be placed on literary analysis and close critical reading. This course emphasizes the importance of different cultural viewpoints expressed through reading and literary discussions. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts to learn about universal themes common in literary works, including the novel, short story, poetry, drama, and nonfiction. **Writing:** This class requires development in written literary analysis, argumentative writing, and personal narrative. It focuses on the development of thinking, organizing, speaking, writing, and listening skills as of means of establishing effective writing and research habits. Furthermore, this class will emphasize the importance of speaking and delivering as means of conveying comprehension and inference skills. **Conventions:** Students will demonstrate understanding and control of the rules of the English language, with a focus on comma/colon/semi-colon usage, the use of modifiers to enhance and vary sentence structure, various modes of punctuation, and various writing formats.

Prerequisite: Successful completion of previous two courses, a score of 3 or 4 on their previous ELA EOC, and teacher recommendation.

AP English Lang & Composition / American Literature ***RIGOR***

This course is a study of rhetoric and the power of language, as well as a thematic study of significant works in American literature and genres of writing. AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes (argumentative, analytical, synthesis, narrative, expository, personal, reflective), audience expectations, and subjects as well as the way writing conventions and the resources of language contribute to effectiveness in writing. Students must demonstrate mastery of written expression that includes analysis of authors' styles, including tone, diction, syntax, rhetorical patterns, and use of figurative language. The College Board administers a culminating assessment, including multiple-choice questions and free response composition that could result in earned college credits. This is a college-level course, and successful students find that independent study is necessary.

Prerequisite: Successful completion of previous two courses, a score of 3 or 4 on their previous ELA EOC, and teacher recommendation

Multi-Cultural Literature/Composition

Multicultural Literature and Composition focuses on both American and 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. **Reading and Literature:** This course emphasizes reading comprehension, identifying main ideas, making inferences, and distinguishing between direct statements and supporting ideas. The course will also emphasize sentence structure skills. The works represent a variety of genres: short fiction, novels, plays, poems and non-fiction prose. Students will focus on the analysis of themes such as the coming of age, justice and injustice, social responsibility, the importance of family and tradition, the testing of morals, and other unifying themes in which students can apply their learning to life. This course offers a unique opportunity to delve into non-traditional literature and explore suggested themes. In addition, students will also read and analyze literature directly applicable to various vocations, with an emphasis on improving understanding of how to apply their skill sets with reading and writing into daily life. **Writing:** The students will write expository, analytical, and persuasive constructed responses which will vary in form: short, timed, extended. The students observe and listen critically and respond appropriately to written and oral communication. **Conventions:** Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation.

Prerequisite: Successful completion of previous three courses

AP Literature/Composition

RIGOR

This course conforms to the College Board recommendations for the Advanced Placement Literature and Composition Examination. It covers the study and practice of writing and the study of literature and stresses modes of discourse, assumptions underlying rhetorical strategies, connotation, metaphor, irony, syntax, and tone. Emphasis is placed on writing critical analyses of literature and includes essays in exposition and argument, poetry, drama, prose fiction, and expository literature. The College Board administers a culminating assessment, including multiple-choice questions and free response composition that could result in earned college credits. This is a college-level course, and successful students find that independent study is necessary.

Prerequisite: Successful completion of previous two courses, a score of 3 or 4 on their previous ELA EOC, and teacher recommendation

DUAL ENROLLMENT – See your school counselor for further information on these courses.

Dramatic Writing (Film, Television, and Theatre I)

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

Note: This course meets fourth English Language Arts core requirement.

Spanish I

FOREIGN LANGUAGE

Spanish 1 is a class designed to emphasize the skills used in language learning which includes listening, speaking, reading, and writing. The student will learn basic vocabulary as well as grammatical structures. The student will also learn about Spanish and Hispanic culture.

Spanish II

RIGOR

Spanish 2 is designed to continue developing the level one skills in Spanish which include listening, speaking, reading, and writing. It provides continued practice within a range of selected topics that exhibit varying levels of proficiency. The student will also increase in their understanding of Spanish and Hispanic culture.

Prerequisite: Spanish I

Spanish III

RIGOR

Spanish 3 is designed to continue and build on the skills developed in levels one and two. Dialogue design, projects, and papers will be regular parts of skill building activities as well as using appropriate movies and Internet sources for listening skills. The students will also see an increased focus in cultural aspects of different Spanish speaking countries.

Prerequisite: Spanish II

French I

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



MATHEMATICS

The Georgia Mathematics Curriculum focuses on actively engaging the students in the development of mathematical understanding by using manipulatives and a variety of representations, working independently and cooperatively to solve problems, estimating and computing efficiently, and conducting investigations and recording findings. There is a shift towards applying mathematical concepts and skills in the context of authentic problems and for the student to understand concepts rather than merely follow a sequence of procedures. In mathematics classrooms, students will learn to think critically in a mathematical way with an understanding that there are many different ways to a solution and sometimes more than one right answer in applied mathematics. Mathematics is the economy of information. The central idea of all mathematics is to discover how knowing some things well, via reasoning, permit students to know much else—without having to commit the information to memory as a separate fact. It is the connections, the reasoned, logical connections that make mathematics manageable. As a result, implementation of Georgia's Standards of Excellence places a greater emphasis on problem solving, reasoning, representation, connections, and communication.

College Readiness Mathematics (9th Grade Course)

RIGOR

This course focuses on key content and practice standards to ensure that students will be ready for post-secondary academic courses and career preparation in non-STEM fields. The course will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. Instruction and assessment should include the appropriate use of manipulatives and technology. Mathematics concepts should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic experiences. The Standards for Mathematical Practice will provide the foundation for instruction and assessment. The content standards selected are essential for post-secondary preparation in non-STEM study.

Prerequisite: 8th Grade Math

GSE Algebra I Support

The purpose of this course is to support students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course is taken concurrently with a student's regular math class, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses.

This course is taken for elective credit only.

GSE Algebra I

Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

Prerequisite: Successful Completion of College Readiness Mathematics (9th grade)

GSE Honors Algebra I

Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries,

potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

This class is targeted for motivated students who are more inclined for rigorous assignments and will require a deeper understanding of the mathematical concepts.

Prerequisite: Successful Completion of Honors 8th Grade Math, 3 or 4 on 8th Grade Math EOG, and teacher recommendation.

GSE Geometry Support

The purpose of this course is to support students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course is taken concurrently with a student's regular math class, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. **This course is taken for elective credit only.**

GSE Geometry

Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

Prerequisite: Successful completion of Algebra I.

GSE Honors Geometry

Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.

This class is targeted for motivated students who are more inclined for rigorous assignments and will require a deeper understanding of the mathematical concepts.

Prerequisite: Successful completion of Honors Algebra I, 3 or 4 on Algebra I EOC, and teacher recommendation.

Accelerated Geometry:

Accelerated Geometry is the second in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.

This class is targeted for motivated students who are more inclined for rigorous assignments and will require a deeper understanding of the mathematical concepts.

Prerequisite: Successful completion of Algebra I in the 8th grade, 3 or 4 on Algebra I EOC, and teacher recommendation.

GSE Algebra II

RIGOR

Algebra II/Advanced Algebra is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.

Prerequisite: Successful completion of Geometry.

GSE Honors Algebra II:

RIGOR

Algebra II/Advanced Algebra is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

This class is targeted for motivated students who are more inclined for rigorous assignments and will require a deeper understanding of the mathematical concepts.

Prerequisite: Successful completion of Honors Geometry, 3 or 4 on Geometry EOC, and have teacher recommendation.

GSE Pre-Calculus

RIGOR

Honors Pre-Calculus is the third in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

This class is targeted for motivated students who are more inclined for rigorous assignments and will require a deeper understanding of the mathematical concepts.

Prerequisite: Successful Completion of Accelerated Algebra II or Honors Algebra II, and have teacher recommendation.

College Readiness Mathematics (12th Grade Course)

RIGOR

This course focuses on key content and practice standards to ensure that students will be ready for post-secondary academic courses and career preparation in non-STEM fields. The course will revisit and expand the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. Instruction and assessment should include the appropriate use of manipulatives and technology. Mathematics concepts should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic experiences. The Standards for Mathematical Practice will provide the foundation for instruction and assessment. The content standards selected are essential for post-secondary preparation in non-STEM study.

Prerequisite: Algebra II

AP Calculus AB:***RIGOR***

This course follows the College Board syllabus for the Advanced Placement Calculus AB Examination. The course includes properties of functions and graphs, limits and continuity, differential and integral calculus.

Prerequisite: Students must have successfully completed Honors Pre-Calculus, and have teacher recommendation.

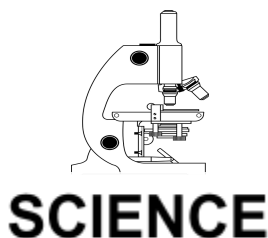
AP Statistics:***RIGOR***

This course follows the College Board syllabus for the Advanced Placement Statistics AB Examination. The course includes properties of producing, analyzing and modeling data, and drawing conclusions from data.

Prerequisite: Students must have completed Honors Algebra II, a 3 or 4 on the Geometry EOC, have teacher recommendation.

Dual Enrollment- See your school counselor for more information

Prerequisite: Students must have successfully completed Algebra II

**Environmental Science:**

The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

AP Environmental Science:***RIGOR***

AP Environmental Science is a college level course focusing on humankind's interaction with the environment. The course will focus on sustainability as it relates to natural and human based systems. Since many topics in environmental science are subject to controversy, there will be significant time given to searching out "pro" and "con" viewpoints. Emphasis from the instructional end will be to provide scientific information relevant to good decision-making. Significant segments of the course will revolve around actual research "outdoors" in the environment.

Prerequisites: Successful completion of Biology and either Physical Science or Physics (unless approved by instructor), 3 or 4 on the EOC, a teacher recommendation from their most recent Science teacher.

Earth Systems:

Earth Systems Science is designed to continue student investigations that began in K-8 Earth and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems--the atmosphere, hydrosphere, geosphere, and biosphere--interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology, physical geography, including early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth

Prerequisites: Successful completion of Environmental Science and Teacher Recommendation

Biology:

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

Prerequisites 10th Grade Students: Successful completion of Environmental Science 3 or 4 on the most recent Science EOC/EOG, a teacher recommendation from their most recent Science teacher.

Honors Biology:

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

Prerequisites: Successful completion of eighth grade Physical Science with acceptance of high school credit, 3 or 4 on the most recent Science EOC, written recommendation from their most recent Science teacher.

Physical Science :

The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

Prerequisites: Successful completion Environmental Science and Earth Science OR Biology

Chemistry:

RIGOR

The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

Prerequisites: Successful completion of Environmental Science, Biology, and Physical Science OR Honors Biology, 3 or 4 on the most recent Science EOC/EOG, a teacher recommendation from their most recent Science teacher.

AP Chemistry:

RIGOR

AP Chemistry is a rigorous, fast-paced class that follows a college-level general chemistry curriculum. The course prepares students to take the Advanced Placement Examination for Chemistry that may lead to college credit. Many topics from First Year Chemistry are reviewed and studied to greater depth. Additional advanced topics that are covered include chemical equilibria, chemical kinetics, and thermodynamics. Extensive laboratory work is included.

Prerequisites: Successful completion of Honors Biology and Chemistry, 3 or 4 on the most recent Science EOC/EOG, a teacher recommendation from their most recent Science teacher.

Physics:

RIGOR

The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

Prerequisites: Successful completion of Honors Biology and Chemistry, 3 or 4 on the most recent Science EOC/EOG, a teacher recommendation from their most recent Science teacher.

AP Biology:***RIGOR***

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. 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.

Prerequisites: Successful completion of Honors Biology and Chemistry, 3 or 4 on the most recent Science EOC/EOG, a teacher recommendation from their most recent Science teacher.

Forensic Science:***RIGOR***

The Forensic Science curriculum is designed to build upon science concepts and to apply science to the investigation of crime scenes. It serves as a fourth year of science for graduation and may serve in selected Career Technology programs. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

Prerequisites: Successful completion of Environmental Science, Biology, and Physical Science OR Honors Biology and Chemistry, 3 or 4 on the most recent Science EOC/EOG, a teacher recommendation from their most recent Science teacher.

Plant/Animal Science- See CTAE course descriptions

Plant Science Animal Science



SOCIAL STUDIES

AP Human Geography***RIGOR***

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course is open to all grade levels. **This course is taught as a college course with a rigorous curriculum. Students will be expected to take the AP Exam the end of the school year.**

Prerequisite: A score of 3 or 4 on their previous EOG, and teacher recommendation

World History

Emphasizes the political, cultural, economic and social development and growth of civilizations. Covers the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict and the emerging interdependence of nations in the twentieth century.

Honors World History

Emphasizes the political, cultural, economic and social development and growth of civilizations. Covers the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict and the emerging interdependence of nations in the twentieth century. **As an honors level course, the expectation is that a student's reading level and writing ability are such that they can handle a more robust workload.**

Prerequisite: Successful completion of previous two courses, a score of 3 or 4 on their previous EOG/EOC, and teacher recommendation.

AP World History

RIGOR

Conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills. See your Social Studies teacher for recommendation.

Prerequisite: Successful completion of previous two courses, a score of 3 or 4 on their previous EOG/EOC, and teacher recommendation

United States History

This course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout United States history. The course concludes with significant developments in the early 21st century.

Prerequisite: Successful completion of World History

Honors US History

Emphasizes the political, cultural, economic and social development and growth of The United States. Covers the development of change beginning with European colonization up through present day. **As an honors level course, the expectation is that a student's reading level and writing ability are such that they can handle a more robust workload.**

Prerequisite: Successful completion of previous two courses, a score of 3 or 4 on their previous EOG/EOC, and teacher recommendation

AP United States History

RIGOR

Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. **This course is taught as a college course with a rigorous curriculum. Students will be expected to take the AP Exam the end of the school year**

Prerequisite: Successful completion of previous two courses, a score of 3 or 4 on their previous EOG/EOC, and teacher recommendation

Economics/Business/Free Enterprise

Focuses on the American economic system; covers fundamental economic concepts, comparative economics systems, macroeconomics, microeconomics, and international economic interdependence. Stresses ability to analyze critically and to make decisions concerning public issues.

Prerequisite: Successful completion of World History and United States History

American Government/Citizenship

Focuses on the basic concepts and principles of the American system. Covers the structure and function of the American system of government, the roles and responsibilities of citizen participation in the political process, and the relationship of the individual to the law and legal system. Stresses critical analysis of public issues. Integrates and reinforces social studies skills.

Prerequisite: Successful completion of World History and United States History

Honors Economics/Business/Free Enterprise

Focuses on the American economic system; in depth coverage of economic concepts and comparative economics systems. Analysis of Capitalism and the role of Government in U.S. Economy based in: Macroeconomics, microeconomics, and international economic interdependence. Teach the ability to analyze critically using personal finance skills.

As an honors level course, the expectation is that a student's reading level and writing ability are such that they can handle a more difficult work load and be able to professionally hold themselves accountable for any and all work.

Prerequisite: Successful completion of previous two courses, a score of 3 or 4 on their previous EOG/EOC, and teacher recommendation.

Honors American Government/Citizenship

Focuses on the in depth concepts and principals of the American Government system. Displays the structure of government and its roles, responsibilities and civic duty and responsibility. Analysis of our criminal justice system and overall judicial system. Integrating public issues and how they relate. Keeping tabs on current events in relation to standards.

Prerequisite: Successful completion of Honors World History, Honors American History OR AP World and American History.

AP United States Government *RIGOR*

This course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. **This course is taught as a college course with a rigorous curriculum. Students will be expected to take the AP Exam the end of the school year.**

DUAL ENROLLMENT – See your school counselor for further information on these courses.

PHYSICAL EDUCATION



Personal Fitness

Provides instruction in methods to attain a healthy level of personal fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body consumption, and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies, and consumer information; promotes self-awareness and responsibility for fitness.

Health Education

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

Team Sports

Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, and flag football.

Weight Training

Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits.

Advanced Weight Training

Introduces advanced weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits.

Body Sculpting

Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises, and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall conditions of the body and increased energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.

Outdoor Adventure Class

The Adventure Education class is a class in which students are provided with knowledge and diverse experiences in outdoor activities. Students will be safely guided into outdoor activities as they experience new outdoor adventures and make connections to Rabun County, knowledge, skills, strength, and appreciation that they can use throughout their lifetime. Activities included Hiking, Orienteering, Cycling, Repelling, Fishing, Horseshoes, Bocce Ball, Volleyball, Golf, and Archery.

Total Body Conditioning

This class offers a heart pumping workout aimed at helping you build strength, burn fat, and have fun. Participants will learn the fundamentals and proper techniques that are necessary to reach optimal personal results. A typical session using the stationary indoor "spinner bikes" with off-the-bike toning work targeting lower body, upper body and core work. Roll along to upbeat music as you burn mega calories, sculpt your lower body and get an incredible cardiovascular workout side by side with a toning workout. Walking, jogging and running are other methods that will be used to improve cardiovascular fitness. This class will be a total body workout!

*To start this class, you will perform an assessment of your personal bests. Throughout the course, you will track your progress, and finish with an assessment to compare to the start of the course. You will finish the course knowing how to build your own functional training workout.

Driver Education/American Gov't

Offers non-drivers and beginning drivers 15 years of age or older a minimum of thirty (30) hours of classroom instruction and six (6) hours behind the wheel; stresses defensive driving skills and refining perceptual and critical skills for safe driving



VISUAL ARTS

Visual Arts/ Pottery/Sculpture I

Introduces the characteristics of clay as well as design techniques. Students will experience various techniques of construction and decoration. This 3-D course emphasizes hand-building skills and also blends in various other types of construction, surface design, and glaze application. This course also touches on various styles of pottery and sculpture. Students will be expected to read and write about art as well.

Visual Arts/ Pottery/Sculpture II

Enhances pottery I skills as well as introduces basic wheel throwing techniques. Students will experience various techniques of construction and decoration. This course emphasizes wheel throwing skills and also blends in various other types of construction, surface design, and glaze application. This course also touches on various styles of pottery. Students will also be able to actively learn about the firing process. Students will be expected to read and write about art as well.

Prerequisite: Pottery I

Visual Arts/ Pottery/Sculpture III

Visual Arts/ Comprehensive I

Emphasizes the ability to understand and use elements and principles of 2-D and 3-D design through a variety of media and processes (weaving, drawing, painting, pottery, and crafts). Students will be exposed to the art of various cultures. This course also introduces art history and criticism through a weekly Art Talk session. Students will be expected to read and write about art as well.

Visual Arts/ Comprehensive II

Enhances the ability to understand and use elements and principles of 2-D and 3-D design through a variety of media and processes (weaving, drawing, painting, pottery, and crafts). Students will be exposed to the art of various cultures. Students will continue exploring art history and criticism through a weekly Art Talk session. Students will be expected to read and write about art as well.

Prerequisite: Comprehensive I

Visual Arts/ Comprehensive III

Visual Arts/ Drawing I

Emphasizes the ability to understand and use elements and principles of 2-D design through a variety of drawing media and processes. This course also introduces art history and criticism through a weekly Art Talk session. Students will be expected to read and write about art as well.

Visual Arts/ Drawing II

Enhances the ability to understand and use elements and principles of 2-D design through a variety of drawing media and processes. Students will continue exploring art history and criticism through a weekly Art Talk session. Students will be expected to read and write about art as well.

Prerequisite: Drawing I

Visual Arts/ Painting I

Enhances the ability to understand and use elements and principles of 2-D design through a variety of painting media and processes. Students should have a basic knowledge of drawing techniques prior to entering this course. Students will examine solutions to painting problems through the study of color theory and composition. Students will continue exploring art history and criticism through a weekly Art Talk session. Students will be expected to read and write about art as well.

Prerequisite: Drawing I or Comprehensive I

Visual Arts/ Painting II

Enhances the ability to understand and use elements and principles of 2-D design through a variety of painting media and processes. Students will be able to select independent study assignments. Students will continue working with the study of color theory and composition. Students will continue exploring art history and criticism through a weekly Art Talk session. Students will be expected to read and write about art as well.

Prerequisite: Painting I



Dramatic Arts

Dramatic Arts/Technical Theater I

Introduces technical considerations of play productions; covers properties, lighting, and setting, program, box office, marketing, management, make-up, and costumes.

Dramatic Arts/Technical Theater II

Enhances level-one skills and introduces aspects of creating lighting design, sound, properties, costumes, and make-up design. Offers opportunities to apply skills in these areas. Introduces acting skills and applications.

Dramatic Arts/Technical Theater III

Enhances level-two skills in drafting and set design and includes in-depth exploration of light operation stage management, costume construction, set development, make-up, and production staff.

Enhances level-three skills and offers opportunities to solve problems in supervision and managing all aspects of production. Explores technical directing and directing responsibilities. Offers opportunities to apply skills in these areas.

Drama/Musical Theater II

Drama/Musical Theater III

Drama/Musical Theater IV

Theatre Arts/Acting I

Theatre Arts/Acting II

Theatre Arts/Acting III

Theatre Arts/Acting IV

Dramatic Writing (Film, Television, and Theatre I) —Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing texts and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage.

Note: This course meets fourth English Language Arts core requirement.



MUSIC

Beginning Guitar Techniques I

Introduces basic guitar techniques, covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Provides an individualized setting.

Beginning Guitar Techniques II

Beginning Guitar Techniques III

Beginning Guitar Techniques IV

Beginning Keyboarding Techniques I

Introduces basic piano keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Provides an individualized setting.

Beginning Keyboarding Techniques II

Beginning Keyboarding Techniques III

Beginning Keyboarding Techniques IV

Beginning Choral Ensemble I

Provides opportunities to develop performance skills and knowledge in ensemble singing. Limited to 16-20 performers and may include any style period. Covers performance and production, analysis and theoretical studies, historical and cultural influences, creative aspect of music, and appreciation of music. Stresses balance of individual progress and group success.

Prerequisite: Teacher approval

Beginning Choral Ensemble II

Beginning Choral Ensemble III

Beginning Choral Ensemble IV

Beginning Mixed Chorus I

Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

Beginning Mixed Chorus II

Beginning Mixed Chorus III

Beginning Mixed Chorus IV

BAND



Advanced Band I-IV (Percussion)

Provides the opportunity to advance as a percussionist through the use of a variety of music and materials. Percussionists will learn basic and advanced techniques in all areas of pitched and non-pitched percussion instruments. Students will have opportunities to specialize in areas of percussion performance that they are most interested in. Class emphasis will be on marching and concert techniques, rudiments, scales, and tuning. Performers will have the opportunity to perform as individuals, in a percussion ensemble, and as a part of the full band.

Advanced Band I-IV (Winds)

Provides the opportunity to advance as a wind musician through the use of a variety of music and materials. Students will be given instruction in comprehensive musicianship with a focus on music theory, history, composition, and performance. Students will be expected to learn a wide range of fundamentals including scales, sight-reading, solo performance, small ensemble performance, and full group performance. Music provided will focus on many genres including marching, classical, jazz, and popular music.

Brochure:

Classes

Symphonic/Marching Band

Advanced Band (Percussion) 1

Advanced Band (Percussion) 2

Advanced Band (Percussion) 3

Advanced Band (Percussion) 4

Advanced Band (Winds) 1

Advanced Band (Winds) 2

Advanced Band (Winds) 3

Advanced Band (Winds) 4

Under Organizations:

Marching Band

The Marching Wildcats are known as the "Sound of the Wildcat Nation". The Marching Wildcats support our football team every home and away game by playing in the stands and performing a competitive show at halftime. The band also participates in various competitions and festivals each year. This year the marching band will feature new uniforms for the first time since 2006!

Pep Band

The RCHS pep band performs at select home basketball games during the winter sports season. Pep band members will support the teams in the stands and have a great time cheering on our Wildcats!



AGRICULTURE

Agriculture is the world's largest and most important industry. The agriculture program at the high school offers students the opportunity to learn new knowledge and skills related to this industry as well as the opportunity to develop valuable leadership skills that can be useful for everyone's future career goals.

All Agricultural courses require students to complete a Supervised Agricultural Experience as well as become a member of, FFA, the inter-curricular organization which enhances student experiences in the Agricultural Program.

The Basic Agricultural Course should be a prerequisite and is required for pathway completion.

Agriscience Systems Pathway

Basic Agriculture Science and Technology

This course is designed as an introduction or support course for the entire Agriculture Program of Study. The course introduces the major areas of agricultural production and research. It 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.

Pre- requisite for all Agricultural Courses

Animal Science and 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.

Pre-Requisite-Basic Agriculture recommended

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 meets the 4th requirement for Science Core.

Pre-Requisite-Basic Agriculture recommended

Food Animal Systems Pathway

Basic Agriculture Science and Technology

This course is designed as an introduction or support course for the Agriscience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite for all Agricultural Courses

Animal Science and Biotechnology

As part of the Agriscience pathway program of study, 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. 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. This course meets the 4th requirement for Science Core.

Pre-Requisite- Basic Agriculture Recommended

Animal Production

Course Description: The goal of this course is to provide all students instruction in establishing and managing agricultural animal enterprises; includes instruction in selecting, breeding, feeding, caring for, and marketing beef and dairy cattle, horses, swine, sheep, and poultry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Pre-Requisite- Basic Agriculture Recommended

Other Agricultural Course Offered

Wildlife Management

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

Pre-requisite- Basic Agriculture

Agricultural Mechanics Pathway

Basic Agriculture Science and Technology

This course is designed as an introduction or support course for the Agriscience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite for all Agricultural Courses

Agricultural Mechanics Technology I

This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, welding, wood working, electrical wiring, and maintenance of agricultural machinery, equipment, and tractors. Learning activities include information, skill development, and problem solving.

Agricultural Mechanics Technology II

The goal of this laboratory course is to offer students intermediate level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, advanced welding, concrete construction, building construction, plumbing, electrical wiring, soil and water conservation, and maintenance of agricultural machinery, equipment and tractors. Learning activities include information, skill development, and problem solving.

Metal Fabrication Pathway

Basic Agriculture Science and Technology

This course is designed as an introduction or support course for the Agriscience Pathway Program of Study. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Prerequisite for all Agricultural Courses

Agricultural Mechanics Technology I

This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, welding, wood working, electrical wiring, and maintenance of agricultural machinery, equipment, and tractors. Learning activities include information, skill development, and problem solving.

Ag Metals and Fabrication

This course is designed to provide students with a more in-depth study of agricultural metal fabrication. Students interested in agricultural mechanics will have the opportunity to explore the many career possibilities in the field of agricultural metal fabrication. Additionally, hands-on-laboratory activities enhance the classroom learning experience and provide students with the skills needed to participate in Supervised Agricultural Experience Programs and FFA Career Development Events. The focus of this course is to provide advanced training in all areas of welding, and then apply those skills in project based learning opportunities.

Pre-Requisite: Ag Mechanics 1 & Ag Mechanic 2



ENGINEERING & MANUFACTURING EDUCATION

Manufacturing Pathway

Foundations of Manufacturing and Materials Science

Foundations of Manufacturing and Materials Science is the introductory course for the Manufacturing career pathway. This course provides students with opportunities to become familiar with related careers and develop fundamental technological literacy as they learn about the history, systems, and processes of manufacturing. In addition, the course will provide an overview of the safe use of tools and equipment used in the industry.

Robotics & Automated Systems

Upon completing this course, students will be able to apply their knowledge of computer aided design (CAD), computer numerical control (CNC), robotics, computer assisted manufacturing (CAM), programmable logic controllers, automated guided vehicles (AGV), and computer integrated manufacturing (CIM).

Production Enterprises

The purpose of this course is to give students an understanding of how to design and implement a production system. Students learn how businesses engage in the production of products beginning with pre-production activities and continuing through post-production activities. Additionally, students will learn about the historical and societal impact of production. Students also develop an understanding of careers available in manufacturing and the skills and education required for those careers.

Engineering Pathway

Foundations of Engineering and Technology

Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, processes of invention and innovation, and engineering disciplines.

Engineering Concepts

Engineering Concepts is second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities. Students will learn to apply their knowledge of CAD and CAM.

Engineering Applications

Engineering Applications is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawings and prototypes.



AUDIO/VIDEO

Audio-Video Technology and Film Pathway

Audio & Video Technology & Film I

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

Working in teams is an integral part of this class. Students will be involved in effective collaboration, communication, and product management. In order to be successful, students must work well within small group and large group settings. Mrs. Derrick will teach practices that will foster effective collaboration, communication, and project management skills. Soft Skills are an integral part of daily classroom lessons.

Skills USA is an example of, but not limited to, an appropriate organization for providing leadership training and/or for reinforcing specific career and technical skills and is considered an integral part of this program.

Audio 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.

Students in Level II will be expected to create and contribute to the Wildcat TV broadcasting and video editing with higher quality than those students in Level I. Students in Level II will be expected to be self-starting learners and be proactive about contributing quality content on topics within our school, community, and beyond. Wildcat Pride must be shown at all times. This includes a positive work ethic and elite leadership skills. TV crew members are expected to be high achievers in all classes and positive role models for RCHS. The reputation of "Wildcat TV"/WTV is important to the video program at RCHS.

Skills USA is an example of, but not limited to, an appropriate organization for providing leadership training and/or for reinforcing specific career and technical skills and is considered an integral part of this program.

Audio Video Technology and Film III

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

Students in level III courses will be expected to create and contribute to the Wildcat TV broadcasting and video editing with higher quality than those students in lower levels. Students in level III are expected to be self-starting learners and be proactive about contributing quality content. The instructor is the facilitator and students will work cooperatively and independently in all phases of production. Students are expected to contribute quality content on topics within our school and our community. The creation of commercials for advertisements in our local community is an example of ongoing projects in this final course. At the end of this course students are will take the Adobe Premiere Pro Exam as the EOPA for the completion of the Audio Video Technology and Film Pathway.

Skills USA is an example of, but not limited to, an appropriate organization for providing leadership training and/or for reinforcing specific career and technical skills and is considered an integral part of this program.

Broadcast Video Production Applications

Broadcast Video Production Applications is designed to facilitate student-led projects under the guidance of the instructor, as well as provide opportunities for students to master skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Students work cooperatively and independently in all phases of production. Topics include advanced camera techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio showcasing their work over the past 3 years including a resume.

Students in this course will be expected to create and contribute to the Wildcat TV Broadcast with higher quality than those students in all other levels. Students will be expected to be self-starting learners and be proactive contributing quality content. Students in this level will perform and create at the highest level of the AVT&F Pathway.

Skills USA is an example of, but not limited to, an appropriate organization for providing leadership training and/or for reinforcing specific career and technical skills and is considered an integral part of this program.



BUSINESS EDUCATION

Business and Technology Pathway

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. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society.

Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

Business and Technology

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

Business Communications

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

stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course. Various forms of technologies will be used to expose students to resources, software, and applications of communications. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Business Communications is the third course in the Business and Technology pathway in the Business Management and Administration cluster. Students enrolled in this course should have successfully completed Introduction to Business and Technology and Business and Technology. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

Business Accounting Pathway

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. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society.

Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

Financial Literacy

How money smart are you? Step into this course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. It is recommended that students enrolled in this course have successfully completed Introduction to Business & Technology.

Principles of Accounting

Where does all the money go? As a person would not go to a foreign country and not learn the language, accounting is the "language of business." Principles of Accounting is a skill-level course that is of value to all students pursuing a background in business, marketing, and management. Using financial information, students will learn how to make decisions about planning, organizing, and allocating resources using accounting procedures. Students analyze business transactions and financial statements, perform payroll, and evaluate the effects of transactions on the economic health of a business. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. This is the third course in the Business Accounting Pathway and should be taken after the Financial Literacy course.

HEALTHCARE SCIENCE



Therapeutic Services-Allied Health & Medicine Pathway

Introduction to Healthcare Science

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

Essentials of Healthcare

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

The pre-requisite for this course is Introduction to Healthcare Science.

Allied Health 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. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. Students who complete this course will have the opportunity to sit for an ECG Technician certification exam.

The pre-requisites for this course are Introduction to Healthcare Science and Essentials of Healthcare



DUAL ENROLLMENT

College Level Courses - Earn both high school and college credit. More information can be found on ***www.GAFUTURES.org***

**Must meet admission requirements and must have taken the appropriate admission exam with the required score. Must also have an B (3.0) GPA. Please see your school counselor for more information and required forms. If you are interested, you must have a meeting with your school's counselor and fill out the appropriate paperwork.*

Purpose

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

Eligibility

To be eligible for the Dual Enrollment program, a student must:

1. Be enrolled in the ninth, tenth, eleventh or twelfth grade of a private or public high school in Georgia or a home study program within the State of Georgia operated in accordance with O.C.G.A. §20-2-690(c);
2. Be admitted to an eligible, participating USG, TCSG or Private postsecondary institution as a dual credit enrollment student;
3. Be enrolled in courses listed in the approved Dual Enrollment Course Directory;
4. Maintain satisfactory academic progress as defined by the eligible postsecondary institution.

PLEASE SEE YOUR SCHOOL COUNSELOR FOR MORE INFORMATION. APPROPRIATE FORMS/APPLICATIONS MUST BE SIGNED AND APPROVED BY THE ATTENDING HIGH SCHOOL AND PROPOSED COLLEGE/TECH SCHOOL.

*******IMPORTANT Scholarship Information*******



What are Rigor Requirements?

Rigor courses: Advanced Math, Advanced Science, Advanced Foreign Language, Advanced Placement (AP) in core subjects, International Baccalaureate (IB) in core subjects, Dual Credit Enrollment courses in core subjects taken at an eligible postsecondary institution.

To be eligible for the HOPE Scholarship, in addition to Grade Point Average and other requirements:

- **Students graduating on or after May 1, 2017 must earn FOUR full credits.**

A full list of courses which satisfy this requirement can be found on

GA FUTURES or in the RCHS Guidance Office.

Rigor Courses offered at RCHS will be designated in this booklet with the following: *RIGOR