2023-2024 JACKSON COUNTY SCHOOL SYSTEM **PROGRAM OF STUDY** LEADERSHIP. CHARACTER. PERFORMANCE.



Dear Students and Parents

Preparing students for success after high school is inherent in the Jackson County School System's Vision. Whether students plan to enter the workforce immediately or attend college after high school graduation, careful consideration of course options can impact their futures. To better prepare students for the demands of the 21st century economy and for post-secondary education, the Jackson County School System has provided this planning guide for use by students and their parents. Use this Program of Study and planning guide to help set career goals and plan for a world of work options. Go over the information in the guide together and begin to have discussions concerning post-secondary plans and how you can reach the goals that you set. Bring this guide with you to each annual advisement appointment and share with your advisor as you all work together to map out the next year's schedule of courses. Finally, mark your choices in the Graduation Guide section as you go through school and as your career decisions possibly change and evolve. This planning guide shows the clear connection between class work and future success, pointing out the relevance of academic learning in the classroom. It also provides information on a variety of occupations that differ in the scope of education and training required in order to obtain employment. The courses you choose today will have an effect on your future course options and opportunities.

What are Pathways?

Pathways are state-approved career enhancement programs defined as a coherent articulated sequence of rigorous academic and career related courses that can lead to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. Selection of a pathway will be based on the student's own self-awareness and investigation of occupations.

- CTAE (Career, Technical, and Agriculture Education) Pathway: 1) Career pathways are a series of three or four sequenced courses within a state approved area of study. Once these sequenced courses are completed, the student will have the opportunity to take national certificate or licensure assessments that will aid them in preparation for the world of work or further assist them in continuing their education at numerous levels.
- 2) Advanced Academic Pathway: An Advanced Academic Pathway may be followed in any of these four content areas: language arts, mathematics, science or social studies. See pathway criteria listed under each specific academic option.
- World Language Pathway: A World Language Pathway may 3) be followed in any of the world language areas included in the state list of approved courses. See pathway criteria listed under World Language area.
- 4) Fine Arts Pathway: A Fine Arts Pathway may be followed in any of the five areas of study: visual arts, theater, dance, music or journalism. A student has completed a Fine Arts Pathway when three courses, from those identified in the five areas (Visual Arts, Theater, Dance, Music, and Journalism) have been successfully completed.

Nontraditional Occupations

Nontraditional careers are those occupations or fields of work for which individuals from one gender comprise less than 25% of the individuals employed. Students are encouraged to enroll in courses that fit their career goals regardless of the gender make-up in the classroom. Some examples of nontraditional careers are: Nursing for males and Drafting for females.

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This Program of Study is provided through the use of the US DOE Carl Perkins Grant.

DISCLAIMER

The information contained within this book is as accurate as possible at the time of publication. Classes offered can change due to scheduling and allotment conflicts and newly released DOE requirements.

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JCHS International Baccalaureate Program

What is IB?

The International Baccalaureate is an internationally recognized organization that offers curriculum and assessment for high school students. The IB curriculum aims to:

- Develop an excellent breadth and depth of knowledge in academic subject areas
- Cultivate physical, intellectual, emotional, and ethical maturity and self-management
- Focus learning on intercultural understanding and respect
- Foster independent inquiry based on student interest
- Encourage interdisciplinary connections and higher-order thinking
- Focus on international mindedness, student interest, and interdisciplinary connections

Who should take IB?

IB courses are available to Juniors and Seniors. Students have two options for participation:

- **Course Candidates:** Students can take 2-3 IB courses alongside the rest of their schedule, including AP and dual-enrollment courses.
- **Diploma Program:** Students may apply to the full program to earn the internationally-recognized IB Diploma. *For more information on the full Diploma Program, please view the back of this handout.*

Both options offer opportunities for rigorous learning experiences and advanced college preparation. The Diploma Program offers a more holistic approach, with research and extracurricular components.

How is IB assessed?

IB courses offer exams for college credit. Students receive scores based on a mix of internally and externally assessment components:

- Internal assessments are scored by course teachers and moderated by the IB. Examples include presentations, lab work, portfolios, and performances.
- **External assessments** are scored by the IB. Examples include multiple-choice exams and research essays.

IB Course Offerings

These courses are offered to Juniors and Seniors at two levels: Higher Level (HL) and Standard Level (SL).

Group 1: Language and Literature

Both of these courses can serve as the American literature graduation requirement.

- IB English HL 2 semesters
- IB English SL 1 semester

Group 2: Language Acquisition

Language B courses are for advanced students who have already taken language courses; Language *ab initio* courses are for students who have taken only an intro-level course.

- IB Spanish B SL 1 semester
- IB Spanish ab initio SL 2 semesters
- IB French ab initio SL 2 semesters

Group 3: Individuals and Societies

IB History can serve as the American history graduation requirement.

- IB History HL 2 semesters
- **IB Psychology SL** 1 semester

Group 4: Sciences

- IB Biology HL 2 semesters
- **IB Chemistry SL** 1 semester

Group 5: Mathematics

Both courses offer a combination of advanced statistics and calculus.

- IB Math: Applications and Interpretation HL 2 semesters
- IB Math: Applications and Interpretation SL 1 semester

Group 6: The Arts

Diploma students may take an additional course from Groups 1-5 instead of Group 6.

- IB Film SL 2 semesters
- IB Visual Art SL 2 semesters

In 2022, JCHS students had an 86% pass rate across all subjects, and 100% of Diploma Program students received the IB Diploma.

For more information, contact our IB coordinator, Alex Nichols (anichols@jcss.us).

IB Diploma Program

Interested students have the opportunity to participate in the full Diploma Program and earn the prestigious IB Diploma. In addition to taking **six IB academic courses** (one from each subject group listed on the front of this handout), Diploma Program students complete **three core requirements**:

- Theory of Knowledge: A course designed to create connections between IB courses and higher-order thinking by focusing on creativity, critical thinking, collaboration, and communication.
- **Creativity, Activity, and Service:** Students practice goal-setting and reflection as they participate in extracurricular activities they are interested in.
- Extended Essay: An independent research essay produced by IB students in a subject area and on a topic of their choice.

Through this framework, students pursue an in-depth study in every discipline. All courses link to the theory of knowledge, encourage international-mindedness, and focus on gaining a greater depth of knowledge.



Sample Schedule for a Diploma Program Student				
	Fall of Junior Year	Spring of Junior Year	Fall of Senior Year	Spring of Senior Year
1st	IB Math A&I HL (Year 1)	IB Biology HL (Year 1)	IB Biology HL (Year 2)	IB Math A&I HL (Year 2)
2nd	Elective	IB French (Year 1)	IB French (Year 2)	Elective
Advisement: Theory of Knowledge				
3rd	IB Lang/Lit HL (Year 1)	IB History HL (Year 1)	IB History HL (Year 2)	IB Lang/Lit HL (Year 2)
4th	IB Psychology	Elective	Elective	Elective

Frequently Asked Questions

- Are IB classes harder than AP courses? No. IB and AP have similar rigor, but a different instructional approach.
- Does a full IB Diploma help with college admissions? Absolutely! Colleges in the state of Georgia, across the US, and even in other countries value the IB diploma. What's more, IB students have higher persistence rates for completing college once they matriculate.
- Can IB learners participate in extracurriculars or other elective courses? Yes! In fact, students are required to have outside Creativity, Activity, and Service experiences. IB students are meant to be well-rounded.
- What can 9th and 10th graders do to prepare to enter the IB diploma program? Students should begin taking advanced courses, including a modern language. They should consider taking economics, and possibly physics as sophomores.

For more information, contact our IB coordinator, Alex Nichols (anichols@jcss.us).

Graduation Requirement and Rigor Requirement Planner

Students must have four full academic credits from rigor courses to be eligible for the HOPE Scholarship, in addition to GPA and other requirements.

Sept. 2020 Listing of Rigor Courses: https://www.gafutures.org/media/188311/rigor-list-september-2020-print-ready.pdf

Student Name: Date:	
Graduation Requirements: <i>if course is not listed under Subject requirement, list on page</i>	e 2 under additional course (electives)
English (4 core units required) note core electives do not cover required 3 rd or	4 th options: Hope Rigor?
Ninth Grade Literature and Compositions or equivalent:	
American Literature / Composition or equivalent:	
Third Course Requirement:	O
Fourth Course Requirement:	O
Mathematics: (4 core units required) note core electives do not cover required	d 4 th option: Hope Rigor?
Algebra I / Algebra Concepts & Connections or equivalent:	
Geometry / Geometry Concepts & Connections or equivalent:	O
Algebra II / Advanced Algebra Concepts & Connections or equivalent:	0
4 th Math Option:	O
Science: (4 core units required):	Hope Rigor?
Physical Science and/or Physics or equivalent:	O
Biology or equivalent:	O
Chemistry &/or Environmental Science &/or Earth Systems, or equivalent:	0
4 th Science Option:	O
Social Studies: (3 units required):	Hope Rigor?
U.S History or equivalent:	O
World History or equivalent:	0
American Government/Civics (.5 units) or equivalent:	
Economics (.5 units) or equivalent:	

Graduation Requirement and Rigor Requirement Planner

Heal	th & Physical Education (.5 units Health and .5 units PE, or 1 unit of Health and Personal fitness or 3 credits of JROTC)	77
	Health (.5 units)	
	Physical Education (.5 units):	
СТАЕ	and/or Fine Arts and/or Foreign Language Pathway (3 credits required)	Hope Rigor?
		O
		O
		O
<u>Total</u>	credits from above: 19 units, (Needed credits to graduate: Minimum 23 units)	
Worl	d Language (2 units required for admission to GA Univ. System/universities, may be listed in Pathway above)	Hope Rigor?
		0
Addi	tional Courses	Hope Rigor?
		O
		O
		0
		0
		O
		0
		0 0
		0 0
		0 0 0
		0 0 0

Dual Enrollment - College Credit Program for Georgia High School Students



Questions to Consider:

- > What are my strengths and weaknesses?
- > What are my interests and talents?
- > What are my career dreams and plans?
- > How can I make the most of middle and high school?
- How can I prepare for my future now?

5 th Grade- Career Exploration			
Middle School Options			
Option I			Option 2
Accelerated Content / Carnegie Cou	Irses in 8th Grade	On-grade Level C	oursework
Begin Pathway aligned to career inte	erest in 8 th Grade	Begin Pathway ali	gned to career interest in 8th Grade
Prepare for ACT/ PSAT		Prepare for ACT	PSAT
	High Scho	ol Options	
Option I	Opti	on 2	Option 3
Intended goals may include attending a Research University following graduation.	Intended goals may include attending a four year baccalaureate program or technical college .		Intended goals may include attending a technical college or other career training. Not recommended for college prep.
Honors/ AP Coursework and/ or	Complete Graduation Requirements and/ or		Complete Graduation Requirements and/or
Dual Enrollment through UNG or other baccalaureate program +	Dual Enrollment through UNG or Lanier Tech or other program (possible associate's degree) +		Complete HS Courses: 2 Math, 2 ELA, 2 SC, 2 SS, I Health/PE + Dual Enrollment for 2 degree certificates or associate's degree +
Pathways that further career focus	Pathways that further or explore a career focus		Pathways that further or explore a career focus
Prepare for ACT/SAT	Prepare for ACT/SAT		Prepare for ASSEST/Compass/ Accuplacer
Engage in service, internships, and leadership opportunities aligned to career interests	Engage in service, internships, and leadership opportunities aligned to career interests		Engage in service, internships, and leadership opportunities aligned to career interests
*Graduation requirements include unit requirem Programs – Student Assessment.	ents and the state assessn	nent requirements as refe	renced in Rule 160-3-107 Testing

Dual Enrollment - Educating Georgia's Future through Dual Credit

In 2015, the Georgia General Assembly passed a law that streamlined the existing dual-enrollment programs. As a result, Accel, Dual HOPE Grant, and the original Dual Enrollment have been combined into one program entitled Dual Enrollment, in which high school students may earn high school course credits while taking college courses. Georgia's Dual Enrollment dualcredit program is available to any Georgia student in grades 10-12 enrolled in a public school, private school, or home-study program operated pursuant to O.C.G.A. 20-2-690 in Georgia.

Dual Enrollment Facts

- The new Dual Enrollment dual-credit program provides assistance for postsecondary tuition, mandatory fees, and books.
- In some cases, students may be charged or be expected to purchase course-related fees, supplies, or equipment.
- Eligible students may participate part-time or full-time at multiple postsecondary institutions, but applications for Dual Enrollment must be completed every term (semester or quarter).
- Dual Enrollment program summer eligibility will begin in summer 2016.
- College courses must be selected from the approved Dual Enrollment Course Directory.
- The Dual Enrollment dual-credit program will pay a maximum of 15 semester hours or 12 quarter hours per student and per postsecondary institution. (Per Semester or Quarter)
- Once all high school graduation or home-study requirements are met, students are no longer eligible to participate in the Dual Enrollment dual-credit program.

Dual Enrollment - Quick Points to Remember

Below are a few points of interest to help students and parents understand and prepare for the new Dual Enrollment dualcredit program.

✓ The eligible student and parent/guardian should schedule the required Dual Enrollment advisement session with the school counselor to discuss the dual-credit program options.

✓ Completion of the Dual Enrollment Georgia Student Finance Commission application is required each semester quarter.

✓ The student must apply and be accepted to a participating eligible postsecondary institution (University System of Georgia, Technical College System of Georgia or private institutions).

✓ The student and parent/guardian must sign a Student Participation Agreement during a follow-up advisement session with the high school counselor.

 $\checkmark\,$ Eligible students may participate in high school competitive and other extracurricular events.

 \checkmark Courses do not count against any maximum hourly caps for the HOPE scholarships or grants.

 \checkmark College courses taken must count toward local and/or state high school graduation requirements.

 \checkmark The Georgia Student Finance Commission will manage funding and payments to the postsecondary institutions provided by annual state appropriations.

 \checkmark The Dual Enrollment dual-credit program is not available for coursework exempted or given credit by examination, testing, training, or prior experience.

✓ Dropping a course or not following program rules and regulations may result in students being removed from Dual Enrollment; thus, affecting their high school graduation requirements.

✓ Students must make annual progress towards graduation and completion of their Individual Graduation Plan to participate in the Dual Enrollment dual-credit program.

More details about the new Dual Enrollment dual-credit program may be found at www.gafutures.org. For more details and information regarding other dual credit programs, including articulation, please contact the Georgia Department of Education at

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







Academic Rigor Requirements Information for the HOPE Scholarship

For the High School Graduating Class of 2017 and beyond, a student meeting the requirements to be a HOPE Scholar at the time of high school graduation must earn a minimum of four full credits from the academic rigor course categories listed below prior to graduating from high school.

Credits received for academic rigor courses must be selected from the categories below:

- 1. Advanced math, such as advanced algebra and trigonometry, math III, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
- 2. Advanced science, such as chemistry, physics, biology II, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
- 3. Foreign language courses (II and beyond) taken at the high school, or taken for degree level credit at an Eligible Postsecondary Institution; or
- 4. Advanced Placement, International Baccalaureate or Dual Credit Enrollment courses in Core subjects.

Hope Rigor Courses



Eligibility for the Hope Scholarship



NCAA ELIGIBILITY CENTER



web3.ncaa.org



HOPE Scholarship Rigor Requirements

New academic requirements are included in the HOPE legislation. These changes will impact students graduating from high school on or after May 1, 2015. In order to qualify for the HOPE Scholarship, students must meet the following academic requirements.

Eligibility for HOPE Scholarship



Lanier Technical College www.laniertech.edu GAfutures.org / HOPE & State Aid Programs / HOPE & Zell Miller Scholarships / HOPE Scholarship / Eligibility



www.gafutures.org



ADVANCED TECHNOLOGY, ENGINEERING AND MECHATRONICS PATHWAY

What is Advanced Technology, Engineering and Mechatronics?

Advanced Technology, Engineering, and Mechatronics is a rapidly changing industry with a diverse field and numerous career paths and opportunities. This pathway will focus on the broad manufacturing processes, robotics, and industry skills. Almost everything that we use in our everyday lives is "manufactured" in some way, shape, or form. Taking the definition even further, advanced manufacturing is the use of innovative technologies that are utilized in the creation of existing and new products (www.manufacturing.gov/ glossary/advanced-manufacturing) in more time efficient, economical, and environmentally friendly ways.

What kinds of skills/activities can I expect to encounter in the Advanced Technology and Engineering Pathway? Below is a list of SOME of the skills that will be explored in the pathway. As technology changes, these skills may/ will change to ensure what is being experienced is actually being utilized in the workplace. (Some links for additional videos have been included below)

- Robotics
- Mechanical Controls (motors, gears, etc.) •
- Hydraulics and Pneumatics •
- PLC's Programmable Logic Controller (this is the • brain behind the entire automation process)
- Electrical/Energy Systems •
- Conveyors/delivery systems
- 3-D Printing/Design •

What are some well-known manufacturers that utilize advanced technology and engineering?

- Apple (IPhone) •
- Porsche
- Kubota Tractors (Made right here in Jefferson, GA!)

How is automation changing manufacturing? The following video links will provide some additional information regarding the technology advancements in the Advanced Technology and Engineering career field.

- Careers of the Future: Automation
- Additive manufacturing

Are there any additional resources for students to explore careers in Advanced Technology and Engineering? (click on the links to web resources)

- Cool Careers for Students
- Creators Wanted

I want the opportunity to take more than three classes in this pathway...what are some other opportunities for me to continue learning in this field?

- Work based learning and internships
- Dual enrollment through Lanier Technical College
- Welding Pathway (Taught through the Agricultural Mechanics program)
- Engineering Drawing and Design Pathway

Please use QR Code to access imbedded information and videos:



Course information:

Introduction to Mechatronics - (Intro to Adv. Tech, **Engineering and Mechatronics I)** 1 unit 21,46200

State Number: Prerequisites:

None

Description: Introduction to Mechatronics -DC Theory, Pneumatic Systems, and Programmable Logic Controllers Introduction to Advanced Technology and Engineering 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 and Engineering. In addition, the course will provide an overview of the safe use of tools and technically advanced equipment used in the industry.

AC Theory, Electric Motors and Hydraulic Systems -(Adv. Tech, Engineering and Mechatronics II) 1 unit State Number: 21.46300

Prerequisites: Introduction to Mechatronics Description: 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).

Semiconductors, Mechanical Systems, and Pump and Piping Systems, (Adv. Tech, Engineering and Mechatronics III) 1 unit

State Number: 21.46400 Prerequisites: AC Theory, E

AC Theory, Electric Motors and Hydraulic Systems

Description: 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 postproduction activities. Additionally, students will learn about the historical and societal impact of production. Students will also develop an understanding of careers available in manufacturing and the skills and education required for those careers.



AGRICULTURE

Agriculture Education (Ag Ed) nurtures leaders in every field imaginable. While some Ag Ed students come from farm families, the vast majority do not. Over 90% of pathway completers go on to work or study in a non farm, agriculture-related career. More than 200 different careers are available to persons with an interest in agriculture. Many of those careers require a minimum of 2 years of education beyond high school. Agriculture and agriculture-related industries provide roughly 18% of the total work force in the United States. Agriculture is the largest Industry in Jackson County and it possesses some of the most sought positions by employers: Welders, Farm production and agriculture services, Input suppliers, Processing and marketing, Agriculture wholesale and retail trade, Veterinarian and Animal Science Industries, and Indirect agriculture businesses

Agricultural Education allows students the opportunity to apply mathematics, science, communication, and leadership skills learned throughout their high school courses in real world applications while preparing them to enter the workforce directly upon graduation or continue their education in a two- or four-year college or university. The opportunities for students with solid Ag Ed skills are booming in fields such as agriscience, animal science, biotechnology, turf management, landscaping, food science, forestry, environmental science, agricultural engineering, agribusiness management, and veterinary medicine. The Ag Ed program combines agricultural technical skills with rigorous coursework, leadership training, and exploration of the ethical and philosophical issues related to genetic engineering, the impact of agriculture on the environment, and other current agricultural topics. There are three interrelated components to the program: classroom and laboratory experiences, the Supervised Agricultural Experience Program (SAEP), and FFA. The optimal benefit of the Agricultural Education program is only truly recognized when students are active participants in all three parts of the program. This provides a balanced approach to learning in the Agricultural Education classroom and allows students many opportunities to apply classroom learning in solving real world problems.

There are Three distinct available Pathway areas, all which begin with Basic Agriculture Science. Because pathways are made up of a combination of available agriculture courses, students are able to complete multiple pathways.





Career Technical Student Organization: FFA



* National Assessments are available after each pathway completion

Agriculture Courses:

Basic Agricultural Science 1 unit State number: 02.47100 Prerequisites: None Description: This course is designed as the foundational course and is the prerequisite 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 in FFA.

Agricultural Mechanics I

1 unit

State number: 01.42100 Prerequisites: **Basic Ag Science** Description: This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include woodworking, agricultural structures, electrical wiring, electric arc welding, oxy/fuel cutting and welding processes, and power equipment operation and maintenance. Learning activities include information, skill development and problem solving. Classroom and laboratory activities are supplemented through FFA supervised agricultural experiences, leadership programs and activities.

Agriculture Mechanics II

1 unit

State number:01.42200Prerequisites:Ag Mechanics IDescription:The goal of this laboratory course is tooffer students intermediate level experiences in selectedmajor areas of agricultural mechanics technology which





may include small engine maintenance and repair, metal fabrication, 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.

Agriculture Metal Fabrication (Welding)

01.42400

01.42400

Prerequisites: Ag Mechanics I Description: 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 and welding. 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.

Animal Science and Biotechnology

State number: 02.42100

State number:

1 unit

1 unit

Prerequisites: Basic Ag Science Description: 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 in FFA. * *This course satisfies the fourth science requirement and it has been approved by the Board of Regents.*



Small Animal Care

State Number:

State number:

1 unit

Animal Science Biotechnology Prerequisites: Description: This course is recommended to take prior to taking Veterinarian Science II. however it is not a prerequisite for that class. The course will provide students with skills and concepts involved with the care and management of companion animals. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

General Horticulture and Plant Science 01.46100

02.42300

1 unit

Prerequisites: **Basic Ag Science** Description: 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 in FFA. * This course satisfies the fourth science requirement and it is approved by the Board of Regents.

Floral Design and Management

1 unit

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State number: 01.46600 Prerequisites: **Basic Ag Science** This laboratory course is designed to Description: 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.

Veterinarian Science

State number: 02.42400 Prerequisites: Animal Science Biotechnology Description: The agricultural education course in veterinary science covers the basics of animal care. It is recommended that students take Small Animal Care, prior to taking Veterinarian Science II. Topics covered include disease, parasites, feeding, shelter, grooming, and general animal care. The target population is career preparatory students desiring to continue their 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.

1 unit



Electrical Controls

State number: Prerequisites:

01.42600 Completion of first Agriculture Pathway, preferably Ag Mechanics

1 unit

Description: This course is designed to provide students with a more in-depth study of agricultural electricity and electrical controls. Students interested in agricultural mechanics will have the opportunity to explore the many career possibilities in the field of agricultural electricity and electrical controls. Additionally, handson 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.

ARMY JROTC

Cadets who complete three (3) JROTC course credits (Let I, II, & III) shall satisfy the Georgia Department of Education and Jackson County School System Health and Physical Education graduation requirements, plus they will have completed a pathway.



Army JROTC Leadership 1A, 1B State numbers: 28.43100, 28.43120

1 unit

Prerequisites: None Description: 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 U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

Army JROTC Leadership 2A, 2B

1 unit

ARMY JROTC

State numbers: 28.43210, 28.43220 Prerequisites: Let 1 Description: This course includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. 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. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.





Army JROTC Leadership 3A, 3B State numbers: 28.43310, 28.43320 Prerequisites: Let 2 1 unit

Description: This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-2. 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. The performance standards in this course

are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

1 unit

Army JROTC Leadership 4A, 4B

State numbers: 28.43410, 28.43420 Prerequisites: Let 3 Description: This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. 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. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.





JROTC / Army Leadership



* Cadets who complete three (3) JROTC units of credit may be used to satisfy the requirement for Health and Physical Education.



AUDIO, VIDEO TECHNOLOGY, FILM AND TELEVISION

Audio Video Technology and Film allows students to work with their hands and collaborate on fun, interactive projects while working in a production studio setting. Using state of the art technology, students complete projects in designing, writing, producing, editing, and filming. Students will also develop business and effective communication skills as they learn to interact with clients and customers. Topics covered in the entry level course may include, but are not limited to the following: history of mass media, terminology, safety, basic equipment, script writing, production teams, production and programming, set production, lighting, recording and editing, studio production, and professional ethics.

Topics covered in advanced courses may include but are not limited to the following: 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.

Teamwork is an integral part of this fast-paced rigorous curriculum. Many students compete across the nation on standardsbased projects and design. Graduates can enter the workforce directly upon graduation or continue their education in a two- or four-year college or university.

Audio - Video	Technology Film I	
State number:	10.51810	

Prerequisites: None Description: This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses.

Audio - Video Technology Film II

1 unit

State number: 10.51910 Prerequisites: Audio - Video Technology Film I This one credit course is the second Description: in a series of three that prepare students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include: Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions: Performance: Audio/Video Control Systems: Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

1 unit

Audio - Video Technology Film III

State number: 10.52010 Prerequisites: Audio - Video Technology Film II Description: This one credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Broadcast and Video Production

Applications (IV) 1 unit State number: 10.51410 Prerequisite: Audio - Video Technology Film III and **Teacher Recommendation Broadcast/Video Production Applications** Description: is the fourth course in Audio – Video Technology and Production and is designed to assist students in mastering

skills necessary to gain entry level employment or to

pursue a post-secondary degree or certificate. Topics

1 unit



* National Assessment available after pathway completion: Television Production, NOCTI Job Ready Assessment



include advanced camcorder techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume, references, and production samples. SkillsUSA, and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Broadcast/Video Production Lab

State Number: 10.51510

1 unit

Prerequisite: Broadcast and Video Prod. Applications (IV) Description: This course is laboratory based and allows the student to further develop skills and competencies learned in earlier courses. Emphasis is on performing at an independent level of proficiency and refine building a digital portfolio of his/her work for college entrance or industry placement. Topics of this laboratory based course include specialization selection, production, career portfolio, communication skills, and professional ethics. Competencies are obtained through service projects that represent the school or community in a professional manner. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the Student Television Network are examples of but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. Skills learned in previous BVP courses are applicable to this course. Instructor approval of digital portfolio (as needed for satisfactory completion of BVP3) required prior to registration for this course.

Broadcast/Video Production Research

10.51610

1 unit

State Number: Prerequisite: Broadcast and Video Production Lab Description: Production Research is an advanced course in broadcast producing and directing and is intended to provide great challenge and sense of accomplishment. The course is intended to prepare the student to thoroughly design and successfully execute a series of advanced broadcasting productions. This course stimulates the student to explore the potentials of the medium and to discover those materials, instruments, and techniques that are unique to the broadcasting medium. It will also prepare the students to become media researchers, artists, and professionals. In a sense, the emphasis is on the creative aspect of broadcasting communication. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. Skills learned in previous BVP courses are applicable to this course. Instructor approval of digital portfolio(as needed for satisfactory completion of BVP3) required prior to registration for this course.

Broadcast/Video Production Management 1 unit

State Number: 10.51710 Prerequisite: **Broadcast and Video Production Research** Description: This course is designed to allow students to experience the workplace through management opportunities. Throughout the management course, the student will gain interpersonal skills, demonstrate work ethics, and work with various broadcasting processes related to the field of broadcast/video production. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. Skills learned in previous BVP courses are applicable to this course. Instructor approval of digital portfolio (as needed for satisfactory completion of BVP3) required prior to registration for this course.

Career Technical Student Organization SkillsUSA





BUSINESS MANAGEMENT AND ADMINISTRATION, ENTREPRENEURSHIP

How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course. Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. 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 these courses.

Introduction to Business and Technology 1 unit

State Number: 07.44130

Prerequisites: None

Description: The course is designed for high school students as a gateway to the Entrepreneurship career pathway, 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. Various forms of technologies will be highlighted to expose

students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready.

Legal Environment of Business

State Number: 06.41500

Prerequisites: Introduction to Business and Technology Description: Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large.

Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices.

1 unit

Entrepreneurship

1 unit

State Number: 06.41600 Prerequisites: Legal Environment of Business Description: Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance. marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.







CONSTRUCTION

Trade and Industrial Education programs equip students with the knowledge, skills, and attitudes necessary for successful employment in the trade and industrial field and for further education. Construction Technology includes three major components:

- 1) Classroom/Laboratory experiences, which enable students to develop technical and academic skills in labs that simulate the business or industrial work environment for the given area.
- 2) Work-Based Learning, which provides cooperative education as a required component of the diversified Cooperative Training Program.
- 3) SkillsUSA youth organization, which provides opportunities for students to participate in co-curricular activities that help them develop academic and technical skills and encourages them to become better citizens.

Industry Fundamentals and Occupational Safety 1 unit

State number: 46.54500 Prerequisites: None

Description: This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core. Minimum performance requirements for this core course, and throughout the three-year curriculum, are based on the student's successful completion of the modules according to the NCCER Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Introduction to Construction

1 unit

State number: 46.54600 Prerequisites: Industry Fundamentals and Occupational Safety

Description: This course is preceded by the Industry Fundamentals and Occupational Safety course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been



influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area. Minimum performance requirements for this core course are based on the student's successful completion of the modules according to the NCCER Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Carpentry I

State number:

46.55000

Prerequisites: Introduction to Construction Description: This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well

1 unit



* National Assessment available after pathway completion: NCCER Carpentry Level 1 Certification, Exams are taken at the end of each module



as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsperson. Minimum performance requirements for this core course are based on the student's successful completion of the modules according to the NCCER Occupational Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

Introduction to Heavy Equipment

State number: 46.59000 Prerequisites: Industry Fundamentals & Occupational Safety

Must be in 11th or 12th Grade This course is preceded by the

Description: Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to heavy equipment operations and is also the second step towards gaining a Level One Industry Certification in Heavy Equipment Operations. The goal of this course is to introduce students to the history and traditions of the impact heavy equipment has had on construction and infrastructure projects. The student will explore and learn different heavy equipment terminology, operator responsibilities, career opportunities as well as apply knowledge of the basic principles of safety. In addition, students will be introduced to and develop skills to prepare graded surfaces and execute basic earth moving activities.

Heavy Equipment Operations I

46.59100 State number: Prerequisites:

Introduction to Heavy Equipment Must be in 11th or 12th Grade

Description: This course is preceded by Introduction to Heavy Equipment Operations and is the third of three courses that provides the student a solid foundation in heavy equipment skills and knowledge. As the third step in gaining a Level One Industry Certification in heavy equipment operations, the course builds on the concepts related to earthmoving as well as reading and using blueprints and specifications related to grading and grade calculations. The course provides specific knowledge and skills in operating and maintaining utility tractors and heavy equipment and includes exploration of the career opportunities and training available to heavy equipment operators.





Career Technical Student Organization SkillsUSA

1 unit

1 unit



ENGINEERING DRAFTING & DESIGN

Drafting and design engineers prepare mechanical or digital drawings, diagrams or blueprints and/or models of various products or structures to guide product makers, architects or construction personnel in the manufacture, implementation or building process. Often using computer-aided drafting (CAD) and/or computer-aided drafting and design (CADD) software, drafting and design engineers provide the vital link between design theory and practical application by translating critical design concepts into workable plans for tangible, buildable mechanical and architectural end-products. Source: educatingengineers.com

Emphasis in the first course in the pathway, Introduction to Drafting and Design, is placed on learning to use both manual drafting tools, board drafting, and AutoCAD software. AutoCAD is used extensively in the course for both single view and multiview drawings. In the second course, Survey of Engineering Graphics, tolerancing principles are introduced and students learn how to draw section views, auxiliary views, isometric and perspective drawings, and patterns and development diagrams. Students in the second course also begin learning the 3D modeling program Autodesk Inventor. Students in the advanced course, 3-D Modeling & Analysis, continue learning about mechanical drawing, including working and assembly drawings as well as deepening their understanding and ability to use Inventor as they produce drawings and solve engineering type problems.

Graduates may enter the workforce or continue their education and training through a two- or four-year college or university. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Autodesk Inventor Certification Exam.

ARCHITECTURAL DRAWING & DESIGN

Architects plan & design houses, office buildings, and other structures. Occupations related to architectural drawing include: interior design, landscape architecture, construction managers, urban and regional planners, industrial designers / engineers, etc. Students in Architectural Drawing and Design will research and design structures using leading edge tools and software. Students use advanced math and science skills to complete a rigorous, hands-on, project-based curriculum. Through interaction with industry, students develop the skills necessary to be competitive in today's marketplace.

Emphasis in the first course in the pathway, Introduction to Drafting and Design, is placed on learning to use both manual drafting tools, board drafting, and AutoCAD software. AutoCAD is used extensively in the course for both single view and multiview drawings. In the second course, Architectural Drawing and Design I, students learn the basics of house design and learn to use Autodesk Revit to create house plans. Students in advanced course, Architectural Drawing and Design II, continue learning about architectural design and learn to use advanced features of Autodesk Revit. Architecture II students also compete in the AIA Atlanta High School Design Competition, this design project that give students a real world problem to solve in line with first year architecture studio projects at the postsecondary level.

Graduates may enter the workforce or continue their education and training through a two- or four-year college or university. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA). Students who successfully complete this and other drafting courses should be prepared to take the Autodesk Revit Certification Exam. Employment of architects is projected to grow 17 percent from 2012 to 2022, faster than the average for all occupations.



* National Assessment available after pathway completion: Autodesk Certified User: Revit Architecture and Autodesk Inventor Certified User for Engineering



Introduction to Drafting and Design

1 unit

State number: 48 Prerequisites: No Description: Int

48.54100 None 11

Description: Introduction to Drafting and Design is the foundational course for both the Architectural Drafting and Design pathway and the Engineering Drafting and Design pathway. Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the national standards of the American Design Drafting Association (ADDA).

Survey of Engineering Graphics

1 unit

Course Number: 48.54200 Prerequisites: Introduction to Drafting & Design Description: Survey of Engineering Graphics is the second course in the Engineering Drafting and Design Career Pathway. The course is designed to build student skills and knowledge in the field of engineering graphics/ technical drafting. The course focus includes employability skills, career opportunities, applied math, working drawings that include sectional, auxiliary, detail and pictorial views, and pattern developments. In addition, elements in applied mathematics are integrated throughout the course.

3D Modeling and Analysis

1 unit

Course Number: 48.54300 Prerequisites: Survey of Engineering Drafting & Design Description: Three-Dimensional (3D) Modeling and Analysis is a one-credit course that completes the pathway in Engineering Drafting and Design. Reverse engineering strategies are recommended for third level working drawings. Computer-aided design (CAD) is recommended for use extensively with each standard in the course. Focus is on employability strategies, career studies, applied math, fasteners, working drawings, and assembly drawings. The final culmination is a project that contains information mastered throughout the three courses. Students who successfully complete this and other drafting courses should be prepared to take an End of Pathway Assessment.

Architectural Drawing and Design I 1 unit

State number:48.54500Prerequisites:Introduction to Drafting and DesignDescription:Architectural Drawing and Design I is thesecond course in the Architectural Drawing and Designpathway and introduces students to the basic terminology,concepts, and principles of architectural design.Emphasis is placed on house designs, floor plans, roofdesigns, elevations (interior and exterior), schedules, andfoundations. The standards are aligned with the draftingand design standards in Georgia's technical colleges,thus helping students qualify for advanced placement tocontinue their education at the postsecondary level.

Architectural Drawing and Design II

48.54600

State number:

1 unit

Prereauisites: Architectural Drawing and Design I Architectural Drawing and Design II is Description: the third course in the Architectural Drawing and Design pathway and builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on the design process, site plans, electrical plans, plumbing plans, sections and details, project presentations, and a course portfolio. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level. Students who successfully complete this and other drafting courses should be prepared to take an End of Pathway Assessment.





FAMILY AND CONSUMER SCIENCES

If you like interacting with people and want to build a career that enables you to help others, then Family and Consumer Sciences (FACS) may be for you. FACS offers a unique focus on families, work, and their interrelationships which provides a solid foundation of success for any student. Through relevant coursework, community projects, student organizations, and internship/ mentoring opportunities, students develop the essential leadership, life, and communications skills they need to become responsible citizens and leaders in family, community and work settings. As a FACS student, you will learn to manage resources to meet the essential needs of individuals and families; to promote optimal nutrition and wellness across the lifespan and to accept responsibility for your actions and success in family and work life.



* National Assessment available after pathway completion: ServSafe Food Safety Handler Certification, National Restaurant Association (NRA) Solutions

Human Services: Nutrition and Food Science Pathway

Employment in this field is expected to grow faster than average as a result of the increasing emphasis on disease prevention through improved dietary habits. A growing and aging population will increase the demand for meals and nutritional counseling agencies in hospitals, residential care facilities, schools, prisons, community health programs, and home health care.



Food, Nutrition and Wellness

State number: 20.41610 Prerequisites: None 1 unit

Description: Food, Nutrition and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health.

Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Food for Life

1 unit

State number: 20.41400 Prerequisites: Food, Nutrition and Wellness Description: Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level. There will be hands-on projects and lab experience.

* This course satisfies the fourth science requirement and it has been approved by the Board of Regents.

Food Science

1 unit

State number: 20.41810 Prerequisites: Food for Life Description: Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the guality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Related careers will be explored. There will be hands-on projects and lab experience. * This course satisfies the fourth science requirement and it has been approved by the Board of Regents.



Career Technical Student Organization FCCLA



HEALTHCARE SCIENCE

If you are interested in a future in any medical related field, a Healthcare Science concentration provides challenging academic courses, relevant on-the-iob experience, and specialized technical skills that will prepare you for a future in this fast-paced. high-demand career field. According to the Georgia Department of Labor, careers in the healthcare field account for almost 75 percent of the projected new job growth among professions that require at least an associate degree. In the classroom and laboratory experiences, students build solid math, science, reading, writing, and communication skills. Special emphasis is placed on developing the problem-solving and decision-making skills required for the fast-paced healthcare industry. Through Healthcare Science courses, students learn basic concepts of health, wellness, and preventative care; medical terminology; microbiology; life-support skills; and the ethical and legal responsibilities of today's healthcare provider. Students enrolled in Healthcare Science will have many opportunities to put classroom knowledge and skills into practice through various clinical experiences and internships. By working in a variety of healthcare settings, students will have an opportunity to explore a wide range of careers in the field. Graduates can transition into high-demand entry-level healthcare careers and/or continue their education at the post-secondary institution of their choice. Many hospitals and medical centers provide tuition-reimbursement options and professional development opportunities to employees.

Introduction to Healthcare Science

1 unit

State number: 25.52100 Prerequisites: None

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

Essentials of Healthcare

1 unit Human Anatomy *Hope Rigor 1 unit State number: 25.44000 Introduction to Healthcare Science Prerequisites: Description: Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders

and emerging diseases. The prevention of disease and

the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. * This course meets fourth science requirement; students who earn 1 unit of credit for this course shall also receive 1 unit of credit for Human Anatomy and Physiology.

Essentials of Biotechnology

1 unit

State number: 25.57000 Introduction to Healthcare Science Prerequisites: Description: This course introduces students to the broad understanding of the fundamentals of biotechnology and the impact on society. The knowledge and skills in this course provides a basic overview of current trends and careers in biotechnology, with an emphasis on basic laboratory skills, along with the business, regulatory, and ethical aspects of biotechnology. * This course meets fourth science requirement.

Application of Biotechnology

1 unit

State number: 25.56900

Prerequisites: Essentials of Biotechnology Description: This course further introduces students to the fundamentals of biotechnology. Included in this course are additional applications and techniques in biotechnology that expand and increase the student's comprehension of how biotechnology utilizes living systems to create products and enhance lives. In addition, laboratory





applications learned in this course form the pivotal component distinguishing science theory from application in bioscience, like that of engineering and mathematics. Bioscience and the application of laboratory technique to the manipulation of living systems is a cornerstone of pharmaceutical, medical device, forensic science, environmental science, agriculture, alternative fuel, and green chemistry. End of Pathway Assessment is NOCTI Biotechnology Assessment. *This course meets fourth science requirement.

Emergency Medical Responder

1 unit

State Number: 25.45000 Prerequisites: Essentials of Healthcare Description: The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment: and Treatment of Trauma and Medical Emergencies: Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing.

Emergency Medical Technician

1 unit

State number: 25.46000

Prerequisites: **Essentials of Healthcare** Description: The Emergency Medical Technician (EMT) course prepares students to provide basic emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Emergency Medical Technicians function as part of a comprehensive EMS response, under medical oversight.

Emergency Medical Technicians perform interventions with the basic equipment typically found on an ambulance. The Emergency Medical Technician is a link from the scene to the emergency health care system. Successful completion of the program allows the graduate to take the National Registry of Emergency Medical Technicians EMT certification examination and apply for Georgia licensure as an EMT. Criminal background checks and drug screens may be required based on the requirements for participation in clinical experiences.

Diagnostics Phlebotomy

State Number: 25.57400 1 unit

HEALTHCARE

Prerequisites: **Essentials of Healthcare** Description: This course is designed to help students become prepared for the phlebotomy technician certification exam, upon completion of all required components. Topics covered in this course include employability skills, careers, terminology and equipment. safety and compliance, quality assurance, site-specific anatomy, patient preparation for venipuncture, performing of venipuncture, and special processing and transport. During this course, simulated venipuncture may be performed. However, for national certification, live sticks are required. If school systems choose not to allow live sticks during this course, the certifying agencies may allow a provisional certification with the live stick requirement being completed after high school graduation. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.

Career Technical Student Organization HOSA





INFORMATION TECHNOLOGY

The rapidly changing digital world of the Information Technology Career Cluster engages students in hands-on learning and problem solving to prepare for careers that create, use, modify, and engage technology skills. Graphics, multimedia animation, web design, game and application development, networking, and computer programming are all possibilities. The Business and Computer Science programs help prepare students to become successful participants in any field that conducts business or utilizes technology in today's society as well as transition into post-secondary settings or the workforce. Students who choose the Information Technology concentration often continue their education at two- and four- colleges to study computer science, programming, digital design, or instructional technology. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), as well as professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are integral components of both the employability skills standards and content standards for each course offered in the Information Technology pathways. After mastery of the standards in three consecutive courses in the any of the following pathways, students should be prepared to take the corresponding end of pathway assessment.

Introduction to Software Technology State number:

11.44600

Prerequisites: None Description: This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to the digital world.

Computer Science Principles *Hope Rigor

1 unit

1 unit

State number: 11.47100 Prerequisite: Introduction to Digital Technology Computer Science (CS) Principles is an Description: intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices. thinking and skills central to the discipline of computer science. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and the application of computer

science. ** Please see information below chart on additional course benefits.

AP Computer Science Principles *Hope Rigor 1 unit State number: 11.21900 Prerequisite: Introduction to Digital Technology Description: **AP Computer Science Principles offers** a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. ** Please see information below chart on additional course benefits.

AP Computer Science *Hope Rigor 1 unit

State number: Prerequisite:

11.21600 Computer Science Principles or AP

Computer Science Principles Computer science embraces problem Description: solving, hardware, algorithms, and perspectives that help people use computer to solve real-world problems. Covers programming methodology, features of programming languages, fundamental data structures, algorithms, and computer systems. Students who take this course are well prepared for the Advanced Placement Computer Science Examination and to continue their study of computer science and its integration into a wide array of computing and STEM-related fields. ** Please see information below chart on additional course benefits.



Science and for Foreign Language, i.e., two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses for USG admissions. The courses Do Not meet the USG fourth Mathematics admission requirements.

Introduction to Cybersecurity

State Number: 11.48100 Prerequisites: Intro to Digital Technology Description: Introduction to Cybersecurity is designed to provide students the basic concepts and terminology of cybersecurity. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, application of cybersecurity practices and devices, and best practices management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies, how to protect an organization's information, and a broad range of other topics. To assist in the successful completion of the pathway, students are encouraged to take both Intro to Cybersecurity and Advanced Cybersecurity in the same year (Intro Fall Block, Adv. Spring Block).

Advanced Cybersecurity

1 unit

State Number: 11.48200 Intro to Digital Technology Prerequisites: Description: Advanced Cybersecurity is designed to provide students the advanced concepts and terminology of cybersecurity. The course explores the field of cybersecurity with updated content including new innovations in technology and methodologies. It builds on existing concepts introduced in Introduction to Cybersecurity and expands into malware threats, cryptography, organizational security, and wireless technologies. To assist in the successful completion of the pathway, students are encouraged to take both Intro to Cybersecurity and Advanced Cybersecurity in the same year (Intro Fall Block, Adv. Spring Block).

Game Design: Animation and Simulation

State number: 11.42900

Prerequisites: Computer Science Principles or AP CS Principles

Students completing this course will Description: gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Finally, level design, storytelling, and animation are added to develop a virtual world around the characters. These same techniques are at work in training simulator systems, virtual shopping experiences, augmented reality, and many other important career options. Schools offering this program can provide a foundation of traditional drawing, illustration, and art courses to make way for the 2D and 3D animation, storytelling, character development, audio, and game technology. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready.

Career Technical Student Organization

FBLA GA First Robotics



SUPPLY CHAIN MANAGEMENT AND LOGISTICS

What is Supply Chain Management and Logistics? Supply chain management and logistics refers to the production of goods from the time that they are raw materials until they are delivered as a finished product to the end consumer. More specifically, logistics is the moving of goods so that they arrive at the right place at the right time and includes the areas of packaging, multiple modes of transportation (train, truck, plane, etc.) distribution, warehousing, and delivery - think of a company like Amazon. Supply chain is a more general term that includes sourcing materials, procurement, and coordination of materials and goods in process - an example of this would be Ford Motor Company. While being a truck driver is one potential career pathway in this field there are many, many more opportunities. Someone who is a critical thinker, problem solver, analytical in nature, a good listener, has strong negotiation and persuasion skills, and is good with technology will find great success in the supply chain management and logistics fields! (Source: Purdue University)

What kinds of skills/activities can I expect to encounter in the Supply Chain Management and Logistics Pathway?

- Drone Technology
- Industry Tours and Experiences
- RFID
- GIS (Geographic Information Systems or Mapping) Technology
- Robotics and other innovative technologies
- Warehousing operations and procedures

What are some well-known industries that utilize supply chain management and logistics operations?

- Amazon
- UPS and this very catchy VIDEO about Logistics and UPS and the Spanish version!

How is automation changing the supply chain management and logistics field?

- The Future of Supply Chain
- Supply Chain Automation

Are there any additional resources for students to explore careers in Supply Chain Management and Logistics? (click on the links to web resources)

- Careers in Supply Chain Management: Is One Right for You?
- SCM Talent Group
- Supply Chain STEM
- Just In Time Supply Chain Management

I want the opportunity to take more than three classes in this pathway...what are some other opportunities for me to continue learning in this field?

- Work based learning and internships
- Dual enrollment through Lanier Technical College or the University of North Georgia
- Advanced Technology and Engineering
- Entrepreneurship

Please use QR Code to access imbedded information and videos:



Course information:

Logistics Fundamentals

State number: 47.47010 Prerequisites: None 1 unit

Description: The Logistics Fundamentals course is the foundational course for the Supply Chain Management and Logistics pathway. Employment opportunities in the transportation, distribution, and logistics fields will be explored. In this course the student will be exposed to all areas of supply chain management, distribution and logistics. Basic skills in all of the above mentioned areas will be taught.

Logistics Operations

47.47110

State number:

Prerequisites: Logistics Fundamentals Description: Logistics Operations is the second course in the Distribution and Logistics career pathway. Successful completion of this course along with Logistics Fundamentals will prepare students for the Certified Logistics Associate (CLA) exam. This course will introduce students to global supply chain logistics covering topics, such as the global logistics environment, the importance of planning and logistics strategies, customer service, material handling safety and operations, global supply chain operations, and quality control. Students will be instructed through the use of lecture, guided inquiry, project-based learning, and interviews with industry professionals, authentic learning experiences, teamwork, simulations, and problem solving. Students should also participate in leadership development activities with the Career Technical Student Organizations (CTSOs).

Materials Management

State number: 47.47210

Prerequisites: Logistics Operations

Description: Materials Management is the third course in the Supply Chain Management, Distribution and Logistics pathway. Materials Management is concerned with planning. organizing, and control flow of materials from their initial purchase to destination. Topics include product receiving, proper materials storage, order processing in relation to warehouse operations, packaging materials, inventory control, safe handling of hazardous materials, transportation modes, dispatch, routing and tracking operations. Students will be instructed through the use of lectures, guided inquiry, project-based learning, interviews with industry professionals, job shadowing, teamwork, problem solving, simulations, and /or school based enterprise. Students should also participate in leadership development activities with a Career Technical Student Organizations (CTSOs).





TEACHING AS A PROFESSION

Educational services are the second largest industry, accounting for about 13 million jobs. The educational services industry includes a variety of institutions that offer academic education, career and technical instruction and other education and training to millions of students each year. Institutions include elementary, middle and secondary schools, universities, colleges, professional schools, community or junior colleges and career and technical institutes. The overall demand for workers in educational services will increase as a result of a growing emphasis on improving education and making it available to more people. Retirements will also create large numbers of job openings. National analysis of labor market information regards school counselors, social workers, elementary school teachers, middle school teachers, pre-school teachers, secondary teachers, special education teachers, teaching assistants and tutors as occupations that are expected to grow rapidly with numerous openings. (0*NET "Bright Outlook" http://www.onetonline.org/find/bright?b=2&g=Go

Examining the Teaching Profession

1 unit

State Number: 13.01100 Prerequisites: None

Description: Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, 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. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/ or the post-secondary institution of their choice to continue their education and training.

Contemporary Issues in Education

1 unit

State Number: 13.01200 Prerequisites: Examining the Teaching Profession Description: 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. (Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.)



Teaching as a Profession Practicum

1 unit

State Number: 13.01200 Prerequisites: **Contemporary Issues in Education** Description: 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.







LAW ENFORCEMENT SERVICES / FORENSIC SCIENCE

Introduction to Law, Public Safety, Corrections and Security 1 unit

State number: 43.45000 Prerequisites: None

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

Criminal Justice Essentials

43.45100

1 unit

State number: Prerequisites:

Introduction to Law, Public Safety, Corrections and Security

Description: Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e. mock trial) is encouraged to enhance standards addressed in the curriculum. The prerequisite for this course is Introduction to Law, Public Safety, Corrections and Security. NOTE: Criminal Justice Essentials is designed to provide students with career-focused educational opportunities in various criminal justice fields. The course has elements which cover tactics, methods, and skills utilized by law enforcement that should be taken into consideration when assessing implementation options. School boards should evaluate criteria for student

enrollment that account for successful completion of future background investigations required for entry into such careers.

Forensic Science and Criminal Investigations 1 unit

State number: 43.45200 Criminal Justice Essentials Prerequisites: Description: Forensic Science and Criminal Investigations is a course designed to contextualize scientific principles within the career studies of students interested in criminal justice. The course will utilize scientific equipment; therefore, instructors should have access to a science lab if their Career and Technical Education lab is not equipped. Students will study the forensic application of principles of chemistry, biology, physics and other disciplines. Students will utilize chromatography, electrophoresis, microscopic observation, and other scientific techniques in their studies. Students will also learn some investigative techniques and crime scene investigation skills through the lens of the scientific method. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security and Criminal Justice Essentials. * This course meets fourth science requirement.



Law Enforcement / Forensic Science





PUBLIC MANAGEMENT AND PUBLIC ADMINISTRATION

This pathway is focused on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations. Government and public administration workers help pass and enforce laws, rules and regulations. They work in national, state, or local government. They plan, coordinate and manage a huge range of services to ensure that organizations run efficiently, economically and equitably. Public administrators typically work in civil service, foreign service and consulting. Most "civil servants", as they are called, work for state and local governments, such as counties and municipalities. * Students will have the opportunity to earn two units of credit, one CTAE credit and one unit of credit for the courses in Social Studies.

1 unit

1 unit

Introduction to Government and Public Administration

State number: 29.4100 Prerequisites: None

Description: This is the foundational course for the Public Management and Administration Pathway and introduces students to the introductory knowledge and technical skills of working in public service and serving the general public in a government or public administration career. Topics will include identifying personal strengths and weaknesses and include oral and written communication skills, critical thinking for problem solving, developing leadership and teamwork skills, employability skills, and technical skills for this career cluster.

Government Public Administration: State and Federal Issues

State number:29.41100Prerequisites:Introduction to Government and Public
Administration

Description: This course will look at the roles of the state and federal governments, state agencies, and public administrations to support and sustain services and resources. Topics will include the role of government in providing services for the U.S. population; the impact the U.S. will have on other nations and in turn their impact on the United States. The professional traits required of those working in this field to be prepared for safety, health, environmental, as well as creating publicity materials, public relations and working with media.

Government Public Administration: Local andState Issues1 unitState number:29.41200

State number: Prerequisites:

Government Public Administration: State and Federal Issues

Description: This course applies the skills needed in government and public administration professions, including the application of leadership and teamwork within the classroom. Topics may include working within budgets, negotiation/communication with co-workers, developing proposals, making oral presentations and appropriate responses to workplace situations based on legal and ethical considerations. Students will complete an independent research project that applies to a government and public administration career. Students will be required to make a written and oral presentation at the end of the course summarizing their research project and submit an updated career portfolio.



Public Management and Public Administration



Students can earn two units of credit, one CTAE elective unit of credit and one unit of credit for the courses in Social Studies.



WORK-BASED LEARNING

Work-Based Learning (WBL) represents the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be at least 16 years old. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. This is especially important for successful application of a student's pathway because each job placement is directly related to the curriculum of the Career Technical and Agricultural Education classes completed or in which the student is currently enrolled. Work-Based Learning is not simply work release, but is an extension of the high school classroom learning in a non-traditional laboratory setting. It is an opportunity to truly apply, in real world settings, what the student has learned through a related program of study. There are several opportunities for students to participate in Work-Based Learning. These opportunities include Internship, Cooperative Education, and Youth Apprenticeship.

REQUIREMENTS FOR WBL

- Prior to acceptance into Work Based Learning, the student must complete an application and interview process, obtain parental permission, and have the job placement arranged or approved by the Work Based Learning Coordinator.
- Students with courses in any CTAE pathway may participate in the WBL program
- Students must be at least 16 years of age
- Students must have good attendance, discipline, and teacher recommendations
- Students must have a good academic record and be on track for graduation

INTERNSHIP

- Can be paid or unpaid work experience
- Directly related to a student's career pathway
- Must have earned one credit in a CTAE pathway or closely related academic course

COOPERATIVE EDUCATION (CO-OP)

- Paid work experience
- Directly related to student's career pathway
- Concurrently enrolled in a CTAE course that is directly related to job placement

YOUTH APPRENTICESHIP (YAP)

- Paid work in a highly technical, highly skilled position
- Detailed training plan between the employer and student
- Designated workplace mentor
- Student must have post-secondary education plans in chosen career area (earning a degree, licensing, or certification depending on career requirement)
- For completion of YAP program students must have 720 hours of onthe-job training

To access the Work Based Learning Application, scan the QR code below, complete the application form and click submit. The WBL Coordinator will be in contact.

For additional Work Based Learning information visit: www. gawbl.org or contact the Work Based Learning Coordinator at your school.



CAREER TECHNICAL STUDENT ORGANIZATIONS

FBLA - Future Business Leaders of America

Georgia FBLA is a nonprofit student organization committed to preparing today's students for success in business leadership. With over 50 years of experience, Georgia FBLA is the premiere organization for student leaders. Georgia FBLA is an affiliate of Future Business Leaders of America - Phi Beta Lambda, Inc., the largest student business organization in the world with more than 250,000 members. Georgia is also the largest FBLA chapter in the nation with over 20,000 members. FBLA is an important partner in the success of school-to-work programs, business education curricula, and student leadership development. FBLA is recognized by the U.S. Department of Education and Labor as an integral part of a co-curricular approach to business and leadership education. The FBLA mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. We bring our mission to life through the application of our motto: Service, Education, and Progress.

FCCLA - Family, Career, and Community Leaders of America

FCCLA is a national student organization that helps young men and women become leaders and address important personal, family, work, and social issues through family and consumer sciences education. Through cooperative and competitive programs, FCCLA members develop skills for life including character development. creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Participation in national programs and co-curricular chapter activities enables FCCLA members to learn cooperation, take responsibility, develop leadership, and give service.

FFA - National FFA Organization

FFA represents the relevancy to the core areas offering students opportunities that change lives and prepares students for premier leadership, personal growth, and career success. Founded in 1928, the FFA organization represents a large diversity of over 300 careers in the food, fiber, and natural resources industry. FFA is an integral part of a school system. FFA uses agricultural education to create real-world success. Agriculture teachers become advisors to local FFA chapters, which students join. More than 7,000 FFA chapters are currently in existence; their programs are managed on a local, state and national level. Each chapter's Program of Activities is designed with the needs of the students in mind. Activities vary greatly from school to school, but are based in a well-integrated curriculum. Chapter activities and FFA programs concentrate on three areas of our mission: premier leadership, personal growth, and career success. The FFA motto gives members twelve short words to

live by as they experience the opportunities in the organization. Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

Georgia FIRST Robotics

Georgia First Robotics mission is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership.

HOSA - Future Health Professionals

Future Health Professionals is a national student organization that provides a unique program of leadership development, motivation, and recognition exclusively for secondary, post-secondary, collegiate, and adult students enrolled in health occupations education courses or instructional programs. HOSA is an integral part of approved health occupation programs. Health Science Technology Education (HSTE) students who

become active members in a local HOSA chapter are eligible for membership in state and national HOSA. The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health occupations education students, therefore helping the students to meet the needs of the health care industry. For more information, go to www.hosa.org or www.georgiahosa.org.

SKILLSUSA

SkillsUSA is a partnership of students, teachers, and industry representatives working together to ensure that America has a skilled work force. It helps each student excel. SkillsUSA serves teachers and high school students who are preparing for careers in trade, technical, and skilled service occupation, including health occupations. More than 300.000 students and instructors join SkillsUSA annually, organized into more than

17,000 sections and 54 state and territorial associations. SkillsUSA has served more than 9.9 million members since its founding. SkillsUSA is an applied method of instruction for preparing America's high performance workers enrolled in public career and technical programs. It provides quality educational experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self confidence, work attitudes, and communications skill, It emphasizes total quality at work; high ethical standard, superior work skill, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.





GeorgiaFIRST Robotics









ENGLISH

- (4 core English Language Arts units required for graduation)
- One unit of Ninth-Grade Literature and Composition
- One unit of American Literature/Composition
 - Two remaining core units of credit, identified within course descriptions below.

Advanced Academic Pathway in English Language Arts (ELA) Criteria

- Student graduated, thereby completing 4 required credits in ELA, AND
- Student's course history in ELA includes at least one AP course code (23.043; 23.053; 23.065) **OR** one International Baccalaureate course (23.06800; 23.06900; 23.06120; 23.06130), **OR** one post-secondary enrollment code in 23 that fulfills a core graduation requirement in ELA, **AND**
- Student earned credits in two sequential courses in one world language

9th Grade Literature / Composition or Literature /

1 unit

Comp. Honors~ Required for graduationState number:23.06100Prerequisites:None

Description: 9th Grade Literature / Composition Honors focuses on the study of literature and composition. In this course, students will develop their critical thinking skills by reading and analyzing a range of literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process.

Comp. Honors1 unitState number:23.06200Prerequisites:9th Grade Literature / CompositionDescription:10th Grade Literature / Composition focuses onthe study of literature and composition. Students further develop theircritical thinking skills by reading and analyzing a range of literature,by conducting and evaluating research, and by participating in acomprehensive approach to the writing process. This course fulfills athird or fourth English graduation requirement.

comprenensive c	ipprodon to the writing process. This		will develop commu
third or fourth English graduation requirement.			critical reading. <i>This requirement.</i>
American Litera	ture / Composition ~		
Required for gra	aduation	1 unit	AP English Literatu
State number:	23.05100		State number:
Prerequisites:	9th Grade Literature / Compositio	n	Prerequisites:
A state mandat	ed End-Of-Course Assessment (EO	C) is required.	Description:
Description: study of America will develop their range of America and by participat process.	American Literature / Composition n literature and composition. In this r critical thinking skills by reading and n literature, by conducting and evalu ing in a comprehensive approach to	n focuses on the course, students d analyzing a ating research, the writing	level reading and wri analysis of complex I in writing literary ana preparation for the na to take the Advanced <i>course fulfills a third</i>
American Litera	ture / Composition Honors	1 unit	IB English A Langua
State number:	23.2510030		(11th/12th grade stue
Prerequisites:	9th Grade Literature / Composition	on Honors or	State numbers:
	Teacher Recommendation		Prerequisites:
A state-mandat	ed End-Of-Course Assessment (EO	C) is required.	
Description:	American Literature/Composition	Honors is an	Description:
accelerated cour	se focusing on the study of American	literature and	texts that develops s
composition. In t	his course, students will be required	to participate in	and an understanding

complex tasks that enhance critical skills by reading and analyzing a range of American literature, by conducting and evaluating research, and by participating in a comprehensive approach to the writing process. *This course fulfills the graduation requirement for American Literature / Composition.*

AP English Langu	age / Composition	*Hope Rigor	1 unit
State number:	23.05300		
Prerequisites:	9th Grade Literatur	e / Composition H	lonors AND/
OR Teacher Recommendation			
A state mandated End_Of_Course Assessment (EOC) is required			

A state mandated End-Of-Course Assessment (EOC) is required. Description: English Language / Composition AP is a college level course that blends American literature with a variety of nonfiction texts. Students will develop writing skills in argumentation, analysis, and synthesis. Students will take the Advanced Placement Exam at the end of this course. *This course fulfills the graduation requirement for American Literature / Composition.*

Advanced Composition

Prerequisites:

State number: 23.03400

Teacher Recommendation

1 unit

Description: Advanced Composition uses contemporary texts to focus on skills that prepare students for writing, listening, reading, and speaking in college, technical school, and/or the workplace. Students will develop communication skills that lead to both effective writing and critical reading. *This course fulfills a third or fourth English graduation requirement.*

AP English Literature / Composition		*Hope Rigor	1 unit
State number:	23.06500		

Prerequisites: English Language / Composition AP Description: English Literature / Composition AP is a college level reading and writing intensive course that engages students in analysis of complex literary works. Students will develop proficiency in writing literary analysis and interpretation while honing style in preparation for the national AP Exam in May. Students are expected to take the Advanced Placement Exam at the end of this course. *This course fulfills a third or fourth English graduation requirement.*

IB English A Language and Literature*Hope Rigor2 units

(11th/12th grade s	tudents only)
State numbers:	23.07300 (yr 1), 23.07310 (yr 2)
Prerequisites:	Admission into the full IB Diploma Program
	Cohort

Description: An integrated study of global fiction and nonfiction texts that develops skills of interpretation, analysis, and evaluation, and an understanding of perspectives, cultural contexts, and local and global issues. This course also assesses aesthetic and formal qualities of texts and explores critical and cultural reception of written and visual works. *Year One fulfills the graduation requirement for American Literature. Year Two can be used to fulfill the fourth English graduation requirement.*

Prerequisites:

Dramatic Writing (Film, Television, and Theatre I) State number: 52.09200

None

1 unit

Description: Develops skills that culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of the "writerly stance" by reading, viewing, and analyzing texts and visual media from a writer's point of view with a focus on understanding the construction process. Reinforces the application of conventions of standard English grammar and usage. Note: This course meets fourth English Language Arts core requirement. *English Elective*

Mythology (Gree	ek, Roman, Norse)	1 unit
State number:	23.02100	
Prerequisites:	None	
Description:	This academic elective is a s	semester long course
in which students	s are introduced to the importan	ce of myths and

in which students are introduced to the importance of myths and tales of classical mythology, focusing on a comparative study of plot, characters, themes, and figurative devices. The course emphasizes the following: critical and analytical skills, vocabulary development, a study of the influences of Greek, Roman, and Norse word origins on the English language, and composition. The study of the relationship between people and their societies is a major emphasis, along with the impact of mythology on the literary world. Writing exploration through media literacy and viewing will be a focus in this course. *English Elective*

IB	Theory of	Knowledge	e to Enalish	*Hope Rigor	2 units
-	incory or	iaiowicago		nope niger	L unito

State numbers:23.03900 (yr 1), 23.24000 (yr 2)Prerequisites:Admission into the full IB Diploma Program
Cohort

Description: Theory of Knowledge is part of the IB diploma core, and it centers on critical thinking. Students are encouraged to question and understand types of knowledge, ways of knowing, and areas of knowledge. The course encourages students to be critical consumers of their own education and find links between the nature of knowledge and their courses of study. Full Diploma Programme students only.

DUAL ENROLLMENT - Meet College Requirement

ENGL 1101 /

Dual Enroll Composition*Hope RigorState number:23.0A24470

1 unit/3 credit hours

Prerequisites: Meet college enrollment requirements This course focuses on developing academic and professional written communication through a variety of rhetorical strategies. Using primarily nonfiction texts as models, the course emphasizes critical thinking and analysis, as well as introductory academic research skills. Student must meet placement requirements prior to enrolling. *This course fulfills a third or fourth English graduation requirement*.

ENGL 1102 / Dual Enroll Composition and

Literature*Hope RigorState number:23.0A2Prerequisites:ENGL1

1 unit/3 credit hours

23.0A25470 ENGL1101 or ENGL1101H with a grade of C or higher

This course develops skills in written analysis, interpretation, and evaluation of texts and emphasizes critical thinking skills, increased stylistic sophistication, and the application of advanced research methods. *This course fulfills a third or fourth English graduation requirement.*

ENGL 2131 / Dual Enroll American

Literature I *Hope Rigor State number: 23.0A34470 Prerequisites: ENGL 1102 c or higher 1 unit/3 credit hours

ENGL 1102 or ENGL1102H with a grade of C or higher

This course is a survey of American literature from the beginnings to the Civil War, which involves reading, analyzing, and interpreting significant literary works within their historical, social, and cultural contexts. *This course fulfills the graduation requirement for American Literature / Composition.*

ENGL 2132 / Dual Enroll American

 Literature II
 *Hope Rigor
 1 unit/3 credit hours

 State number:
 23.0A58470

 Prerequisites:
 ENGL 1102 or ENGL1102H with a grade of C or higher

This course is a survey of American literature from the Civil War to the present, which involves reading, analyzing, and interpreting significant literary works within their historical, social, and cultural contexts. *This course fulfills the graduation requirement for American Literature / Composition.*

1 unit



MATHEMATICS

(4 core units of Mathematics are required for graduation)

- One unit of Algebra I or its equivalent
- One unit of Geometry or its equivalent
- One unit of Algebra II or its equivalent
- One remaining core unit of credit, identified as a 4th Math option

Advanced Academic Pathway in Mathematics Criteria

- Student graduated, thereby completing 4 required credits in mathematics, AND
- Student's course history in mathematics includes at least one AP course code (27;072; 27.073; 27.074) OR one International Baccalaureate course (27.06120; 27.06130; 27.05220; 27.05240, 27.05250, 27.05260, 27.06120, 27.06130), OR one postsecondary enrollment code in 27 that fulfills a core graduation requirement in mathematics, AND
- Student earned credits in two sequential courses in one world language

Algebra: Concepts & Connections

1 unit

State number: 27.08110, (Honors 27.08110.30) Prerequisites: Successful completion of 8th Grade Mathematics Description: This course is designed as the first course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, guadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning.

Co-Requisite Algebra SUPPORT for Algebra: Concepts & Connections

State number:27.08120Prerequisites:Successful completion of 8th Grade MathematicsDescription:The purpose of this support class is to addressthe needs of students who have traditionally struggled in mathematicsby providing the additional time and attention they need in order tosuccessfully complete their regular grade level mathematics course.

Geometry: Concepts & Connections

1 unit

1 unit

State number: 27.08210 (Honors 27.0821030) Prerequisites: Algebra Concepts & Connections Description: This course is designed as the second course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.

Co-Requisite Geometry SUPPORT for Geometry: Concepts & Connections 1 unit

 State number:
 27.08220

 Description:
 This course is designed to be used as a corequisite support course for Geometry: Concepts and Connections to
 support student learning in the core mathematics course. This course is awarded elective mathematics credit.

Advanced Algebra: Concepts & Connections

State number:27.08310 (Honors 27.08310.30)Prerequisites:Geometry

Description: This course is designed as the third course in a threecourse series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.

Co-Requisite Advanced Algebra SUPPORT for Advanced Algebra: Concepts and Connections 1 unit

State number:	27.08320
Prerequisites:	Geometry
Description:	This course
requisite support	course for Adva

Description: This course is designed to be used as a corequisite support course for Advanced Algebra: Concepts and Connections to support student learning in the core mathematics course. This course is awarded elective mathematics credit.

FOURTH MATH OPTIONS

One Required for graduation

Advanced Mathem	latical Decision Making	i unit
Prerequesite:	Advanced Algebra Concepts & Connect	ions
State Number:	27.08500	
Prerequisite:	Advanced Algebra	
Description:	The course will give students further ex	periences
with statistical infor	mation and summaries, methods of desi	gning and
conducting statistic	al studies, an opportunity to analyze vari	ous voting
processes, modelin	g of data, basic financial decisions, and ı	use network
models for making	informed decisions.	

Precalculus: Conc	epts and Connections	1 unit
State number:	27.08410 (Honors 27.08410.30)	
Prerequisite:	Advanced Algebra	
Description:	Precalculus is a fourth-year math option	for
students who have	completed Advanced Algebra (or the equi	valent).

. .

The course provides students with the opportunity to develop a deeper understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of piecewise and rational functions: limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations. graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities.

Statistical Reas	oning *Hope Rigor	1
State number:	27.08800	
Prereguisites:	Algebra II	

Description: The course 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 *Hope Rigor

1 unit

unit

State number: 27.0740000 Prerequisites: Accelerated Pre-Calculus or AP Recommendation Description: The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are expected to take the Advanced Placement Exam in May.

AP Calculus AB	*Hope Rigor		1 unit
State number:	27.0720000		
Prerequisites:	Pre-Calculus	and AP Recommendation	n
Description:	The study of o	alculus includes an ext	ensive use
of practical applic	ations from engi	neering, physical sciend	ce, business,
economics, and th	ne life sciences.	There will be strong em	phasis on
problem solving w	here there is mo	ore than one well-define	ed procedure
for obtaining the a	answer. Students	are expected to take the	ne Advanced
Placement Exam i	in May.		

AP Calculus BC	*Hope Rigor	1 unit
State number:	27.0730000	
Prerequisites:	AP Calculus AB or Pre-Calculus with AP	
	Recommendation	

Description: The study of calculus includes an extensive use of practical applications from engineering, physical science, business, economics, and the life sciences. There will be strong emphasis on problem solving where there is more than one well-defined procedure for obtaining the answer. BC Calculus is an extension of AB Calculus rather than an enhancement. The overlapping topics are covered in similar depth. Students are expected to take the Advanced Placement Exam in May.

IB Mathematics: Analysis and Approaches *Hope Rigor 2 units

State numbers for Standard Level (SL): 27.05310 (vr 1). 27.05320 (vr 2) Prerequisites: Precalculus strongly recommended Description: A proof-based, theoretical student-centered integrated math course focusing on the concepts, principles, and nature of mathematics. Students will understand, transfer, and apply math skills to a variety of problems and will also develop an understanding of how mathematics fits into other disciplines. As with other IB courses, A&A will address the study of mathematics from a global perspective. The integrated study includes mathematical thinking in the areas of precalculus, calculus, statistics, algebra, functions, and probability, but this course studies calculus in greater depth than the IB A&I course.

IB Mathematics: Applications and Interpretation *Hope Rigor 2 units (11th/12th grade students only)

State numbers for Standard Level (SL): 27.05350 (vr 1). 27.05360 (vr 2) State numbers for Higher Level (HL): 27.05370 (yr 1), 27.05380 (yr 2)

Prerequisites: Algebra 2; Precalculus recommended for **Higher Level**

Description: A statistics-based, practical student-centered integrated math course focusing on the concepts, principles, and nature of mathematics. Students will understand, transfer, and apply math skills to a variety of problems and will also develop an understanding of how mathematics fits into other disciplines. As with other IB courses, A&I will address the study of mathematics from a global perspective. The integrated study includes mathematical thinking in the areas of precalculus, calculus, statistics, algebra, functions, and probability, but this course studies statistics and application in greater depth than the IB A&A course.

DUAL ENROLLMENT - MEET COLLEGE REQUIREMENTS:

(Offered at UNG Regional Campus Located at EJCHS and serving Jackson County, Jefferson, Banks County, and Commerce)

MATH 1111 Dual Enroll College Algebra *Hope Rigor 1 unit/3 State number: 27.0840470 credit hours Prerequisites: Meet enrollment requirements Math 1111 College Algebra. Topics include algebraic and absolute value equations and inequalities; piecewise defined, polynomial, rational, exponential and logarithmic functions with their graphs and applications: and systems of equations. This course is designed to prepare students for MATH 1113.

MATH 1113 Dual Enroll Pre-Calculus *Hope Rigor 1 unit/3 27.0624470

State number:

credit hours

Prerequisites: Meet enrollment requirements Math 1113 Pre-Calculus is an intensive course that focuses on applications of the functions, concepts, and methods necessary for success in calculus. Topics include exponential and logarithmic functions, trigonometric and inverse trigonometric functions. trigonometric identities and equations, right and oblique triangles and complex numbers.

(11th/12th grade students only)

		Jac	kson County Scl (For Stude	nools Academic Cours ints in 8th Grade 2022-	e Sequ 23)	ences		
Subject Area	œ		6	10		11		12
English (On Level)	8th Grade ELA	Î	9th Lit	1 Oth ELA	Ar	merican Lit	Î	Advanced Comp. or Dramatic Writing
English (Honors/ AP/IB)	Advanced 8th Grade ELA		9th Honors Lit or 10th Honors Lit.	10th Honors Lit or AP Lang	AF	P Lang or AP Lit/ IB/ Dual nrollment		AP Lit/ IB/ Dual Enrollment
Math (Support)	8th Grade Math		Algebra & Co-Requisite Algebra Support	Geometry & Co-Requisite Geometry Support	AC	dvanced Algebra & Co- equisite Advanced Algebra upport		
Math (On Level)	8th Grade Math		Algebra	Geometry	Ac	dvanced Algebra	Î	PreCalc, Statistical Reasoning, AP Statistics, Adv. Mathematical Decision Making, Dual Enrollment
Math (AP)	Enhanced 8th Grade and Algebra		Honors Geometry	Honors Advanced Algebra	Ĭ	onors PreCalculus		AP Calculus AB/BC, AP Statistics, Dual Enrollment
Science (On Level)	8th Grade Science		Physical Science (Grad Req: OR Physics)	Biology (Grad Req)	© ن	hemistry rad Req: OR Env Sci OR Earth Sys)	,	4th Science Option (Grad Req)
Science (Honors/ AP)	HS Physical Science (Grad Req: OR Physics)	Î	Honors Biology (Grad Req)	Honors Chemistry (Grad Req: OR Env Sci OR Earth Sys OR AP/IB Sci)		P/IB/Rigorous Science rad Req: 4th Sci Option)		AP/IB/Rigorous Science (Academic Elective)
Social Studies (On Level)	Georgia Studies		American Govt	World History	ŝñ	S History		Economics
Social Studies (Honors/ AP)	Honors Georgia Studies		AP Govt	AP World History	Erof	P US History OR IB History the Americas Year 1, Dual rollment US History		AP MacroEconomics OR IB History of the Americas Year 2, Dual Enrollment Economics
Additional Academic Electives	NA		AP Human Geography	US History in Film	ŝ	S History in Film		AP Govt/Politics, US History in Film

ACADEMICS

SCIENCE



(4 units required for graduation from the following:)

- Biology
- Physical Science AND/OR Physics
- AND/OR Earth Systems AND/OR Environmental Science **AND/OR AP/IB Course**
- Fourth Science Option (multiple options are available)

Advanced Academic Pathway in Science Criteria

- Student graduated, thereby completing 4 required credits in science, AND
- Student's course history in science includes at least one AP course code (26.014; 26.062; 40.053) OR one International • Baccalaureate course (26.01800; 26.01900; 26.06300; 40.08500; 40.08600), OR one post-secondary enrollment code in 26 or 40 that fulfills a core graduation requirement in science, AND
- Student earned credits in two sequential courses in one world language

Biology I, Biology I Honors ~ Required for graduation 1 unit State number: 26.01200

A state mandated End-Of-Course Assessment (EOC) is required.

Biology focuses on the study of life by examining Description: fundamental concepts of cellular biology, genetics, evolution, classification, and ecology. Scientific practices and thinking are emphasized, as well as reading, discussing, and explaining biological phenomena.

AP Biology *Hope Rigor

1 unit

State number: 26.01400

Description: AP Biology is equivalent to a two-semester college introductory biology class. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Students are expected to take the Advanced Placement Exam in May. Students who plan to enter a medical or science-related fields are strongly encouraged to take this course. This course fulfills the araduation requirement for Biology.

IB Biology and IB Chemistry *Hope Rigor 2 units

(11th/12th grade students only) State numbers: 26.01800 (yr 1), 26.01900 (yr 2) Prerequisites: Biology

Description: Biology is the study of life. It is a wide, overarching science that incorporates all living organisms from micro to macro in size. IB Biology will emphasize experimental work using different scientific methods in order to learn how to collect and analyze data and results and be able to communicate the information they find. Students will learn how to think and communicate scientifically using an interdisciplinary and international mindset. This course fulfills the graduation requirement for Biology.

Physical Science State number:

40.0110

1 unit

Description Physical science is designed to give students an overview of the fundamental concepts of physics and chemistry. Scientific practices and thinking are emphasized, as well as reading, discussing, and explaining physical and chemical phenomena. This course fulfills the graduation requirement for Physical Science and/or Physics.

Physics *Hope Rigor

State number: 40.08100 1 unit

Description: This course 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 basic concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course fulfills the graduation requirement for Physical Science and/or Physics.

Physics Honors *Hope Rigor

1 unit

1 unit

State number:

40.0810030

Description: This course is a rigorous and intensive college preparatory course for highly motivated students. This course will cover physical concepts in greater depth and accelerate students for more advanced science courses. This course fulfills the graduation requirement for Physical Science and/or Physics.

AP Physics I *Hope Rigor

State number: 40.08310 AP Physics 1 is an algebra-based, introductory Description: college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on. inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. It will also introduce electric circuits. Students are expected to take the Advanced Placement Exam in May. Students who plan to enter engineeringrelated fields are strongly encouraged to take this course. This course fulfills the graduation requirement for Physical Science and/or Physics.

Chemistry I *Hope Rigor

1 unit

State number: Description:

40.05100 Chemistry focuses on the study of matter and energy by examining fundamental concepts of atomic structure. structure and properties of matter, 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. Scientific practices and thinking are emphasized, as well as reading, discussing, and explaining chemical phenomena. This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.

Chemistry I Honors *Hope Rigor

40.0510030 State number: Description:

This course is a rigorous and math-intensive college preparatory course for highly motivated students. This course will cover chemical concepts in greater depth and accelerate students for more advanced science courses, such as AP chemistry. This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.

AP Chemistry *Hope Rigor 1 unit 40.05300 State number: Description: The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The recommended prerequisite is Chemistry or Honors Chemistry. Students are expected to take the Advanced Placement Exam in May. This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.

International Baccalaureate Chemistry *Hope Rigor 2 units

(11th/12th grade students only)

State numbers: 40.05500 (yr 1), 40.05600 (yr 2) Prerequisites: Chemistrv

IB Chemistry will be an application-based course Description: that can prepare students for a career in an area of Chemistry. The course is structured to dive deeply into chemistry knowledge and content and give students an understanding of matter in the universe and how we use it in our everyday lives. IB Chemistry is a highly rigorous course, and is filled with content that will allow students to take a different look at their world. Students will perform labs to investigate different phenomena and solve real-world problems. Students will be given the opportunity to work with substances and equipment that scientists across the world use in their research. This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.

Environmental Science

State number: 26.06110 1 unit

Description: Environmental Science provides students with the opportunity to use concepts they learned in biology and physical science to investigate natural processes in the environment, identify and analyze ecological problems, evaluate the relative risks associated with these problems, and examine solutions for resolving or preventing them. This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.

AP Environmental Science *Hope Rigor

State number: 26.06200

1 unit

Description: The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Considerable emphasis is placed on field investigations as well as on laboratory study. Students are expected to take the Advanced Placement Exam in May. This course fulfills the graduation requirement for Chemistry or Environmental or Earth Systems.

Earth Systems State number:

1 unit

40.06400

1 unit

Description: Earth Systems focuses on the connections among Earth's systems- the atmosphere, hydrosphere, geosphere, and biosphere – throughout Earth history. Students will engage 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. This course fulfills the graduation requirement for Chemistry or Environmental or Earth **Systems**

Forensics *Hope Rigor

State number: 40.09300 1 unit

The Forensic Science curriculum is designed to Description: build upon science concepts and to apply science to the investigation of crime scenes. It serves as a fourth science option for graduation. 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. - Fourth Science option

Human Anatomy and Physiology *Hope Rigor 1 unit State number: 26.07300

Description: Human Anatomy and Physiology is a lab-oriented college preparatory that integrates the study of the structures and functions of the human body with a focus on the essential requirements for life. Basic cell biology and chemistry is integrated throughout the course. Lab dissections of the fetal pig and other common mammal organs are performed. (If a student passes Essentials to Healthcare Science they will receive credit for both Human Anatomy and Physiology and Essentials of Healthcare. Both courses will be listed on the students High School transcript.) - Fourth Science option

Human Anatomy and Physiology Honors *Hope Rigor 1 unit State number: 26.0730030

Description: This course will integrate a deeper understanding of chemical concepts as they relate to human physiology as well as requiring students to learn additional information relating to the human body. Lab dissections of the cat or fetal pig and other common mammal organs are performed. While chemistry is not required for this course, it is strongly recommended. (If a student passes Essentials to Healthcare Science they will receive credit for both Human Anatomy and Physiology and Essentials of Healthcare. Both courses will be listed on the students High School transcript.) - Fourth Science option

IB Sports and Ex	ercise Science	*Hope Rigor	1 unit
(11th/12th grade	students only)		
State number:	26.02000		
Prerequisites:	Anatomy or recommended	Essentials of Heal	thcare strongly

Students will analyze how anatomy, physiology, Description: chemistry, and physics allow for completion and optimization of physical activity, exercise, and sports performance. Although there are no prerequisites for this course, it is strongly recommended that students complete either Human Anatomy & Physiology or Essentials of Healthcare prior to enrolling in Sports and Exercise Science. Fourth Science option.



SOCIAL STUDIES

(3 units required for graduation)

- One unit of U.S. History
- One unit of World History
- .5 units of American Government / Civics
 - .5 units of Economics

Advanced Academic Pathway in Social Studies Criteria

- Student graduated, thereby completing 3 required credits in social studies, AND
- Student's course history in social studies includes at least one AP course code (45.016, 45.052, 45.062; 45.063; 45.077; 45.0811; 45.082) **OR** one International Baccalaureate course (45.01310; 45.01320; 45.01700; 45.017100; 45.06500; 45.06600; 45.07800; 45.07900; 45.08700; 45.08800; 45.08810), **OR** one post-secondary enrollment code in 45 that fulfills a core graduation requirement in social studies, **AND**
- Student earned credits in two sequential courses in one world language

World History ~ Required for graduation

1 unit

State number:45.08300Description:This World History class emphasizes the political,
cultural, economic, and social development and growth of civilizations
from ancient civilizations to the present. This course will require skills
in reading and writing assignments and may include outside reading,
essay writing and document based questions.

AP World History	*Hope Rigor		1 unit
State number:	45.08110		
Prerequisite:	Human Geog	graphy AP suggested	
Description:	This college	level course includes th	ne College
Board topics for the	e AP Exam. Stu	udents will focus on app	olying historical
thinking skills as th	ney learn world	d history from 8000 BCE	E to the present.
The course content	t is equivalent	to that found in college	level freshman
and sophomore co	urses. Student	s are expected to take	the Advanced
Placement Exam in	n May. <i>This cou</i>	urse fulfills the graduati	on requirement
for World History.			

U. S. History ~ Required for graduation 1 unit State number: 45.08100 A state mandated End-Of-Course Assessment (EOC) is required. Description: This course emphasizes political, economic,

cultural, and social issues in U.S. history from the discovery of American to the present. This course will require skills in reading and writing assignments and may include outside reading, essay writing, and document based questions.

AP U. S. History **Hope Rigor* State number: 45.08200

A state mandated End-Of-Course Assessment (EOC) is required. Description: This advanced course includes the College Board topics for the Advanced Placement

U. S. History Exam. Students will focus on applying historical thinking skills as they learn about U.S. history from approximately 1491 to the present. The course content is equivalent to that found in freshman and sophomore level college courses. Students are expected to take the Advanced Placement Exam in May. *This course fulfills the graduation requirement for U.S. History*.

IB History of the	Americas <i>*Hope Rigor</i>	2 units
(11th/12th grade s	students only)	
State numbers:	45.08700 (yr 1), 45.08930 (yr 2)	
Prerequisites:	Admission into the full IB Diploma	Program
	Cohort	
Description:	This course will focus on the develop	ment of the
United States as v	vell as its relationship in the western he	misphere
with other nations	in the areas of diplomacy civil discourse	bne og

with other nations in the areas of diplomacy, civil discourse, and international conflict. Course will focus on topics as they relate to the United States within the context of playing a larger role in the community of nations starting in the 19th century to the present. *Year one fulfills the graduation requirement for US History*

American Government and Civics / Civics Honors ~ Required for graduation

State number: 45.05700

.5 units

.5 units

Description: This course focuses on the American system of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. The course requires skills in reading and writing assignments and may include outside reading, essay writing, and document based questions. *This course fulfills the graduation requirement for American Government and Civics.*

Psychology

State number 45.01500

of behavior among individuals and groups.

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

AP United States Government & Politics *Hope Rigor .5 units State number: 45.05200

Description: This college level course includes the College Board topics for the Advanced Placement U. S. Government & Politics examination. The course introduces students to political ideas, institutions, and policies that characterize the political culture of the U.S. The course content is equivalent to that found in college level freshman and sophomore courses. Students are expected to take the Advanced Placement Exam in May. *This course fulfills the graduation requirement for American Government and Civics.*

1 unit

AGADEMICS

1 unit

Personal Finance and Economics ~

.5 units

Required for graduation

State number: 45.06100 Description: This course focuses on the American economic system and covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics, and international economic interdependence. It stresses the ability to analyze critically and to make decisions concerning public issues.

AP Macroeconomics *Hope Rigor

.5 units

45.06200 State number: Description: This advanced course includes College Board topics for the Advanced Placement Macroeconomics exam. The emphasis is on macroeconomics, but the course also includes microeconomic, international, and personal finance components. The course is equivalent to what is offered at a freshman or sophomore level in college. Students are expected to take the Advanced Placement Exam in May. This course fulfills the graduation requirement for Economics.

AP Human Geography *Hope Rigor 45.07700

1 unit

Description: 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. Students are expected to take the Advanced Placement Exam in May. Social Studies Elective

AP Psychology *Hope Rigor

State number:

1 unit

State number: 45.01600 This advanced course includes the College Description: Board topics for Advanced Placement Psychology. The philosophy of the psychology course is to allow the student to gain a better selfunderstanding and to learn about adjusting to life and gaining more knowledge of how to solve life's problems. This course is taught from a personal adjustment approach with major emphasis placed upon the areas of personality, motivation, emotions, growth and development, mental health and mental illness, and social behavior. Students are expected to take the Advanced Placement Exam in May. Social Studies Elective

International Baccalaureate Psychology *Hope Rigor 1 unit

(11th/12th grade students only)

State number: 45.01700

The IB Diploma Psychology course is the Description: systematic study of behavior and mental processes. Students will develop an understanding of how psychological knowledge is generated, developed, and applied. They will examine the complex interaction of the biological, cognitive, and socio-cultural influences on human behavior. This multiple-lens approach will allow students to have a greater understanding of themselves and appreciate the diversity of human behavior. Social Studies Elective

U. S. History in Film

State Number: 45.08120

Description: Explores United States History through film. This course includes analysis and interpretation of events through both print and film.

CTAE/Social Studies Embedded Pathway: Students will receive two credits for each CTAE course taken. Sign up for the CTAE Course and students will also receive credit for Social Studies Course.

Course 1: Introduction to Government and Public Administration, 29.41000

Student will also receive credit for American Government/Civics, 45.0570

Course 2: Government and Public Administration: State and Federal Issues, 29,41100

Students will also receive credit for Introduction to U.S. Intelligence and National Security Studies, 45.06000

Course 3: Government and Public Administration: Local and State **Issues**, 29,41200

Students will also receive credit for Personal Finance and Economics, 45.06100

DUAL ENROLLMENT - MEET COLLEGE REQUIREMENTS

ECON 2105 - Principles of

Macroeconomics *Hope Rigor State number: 45.0B914 Prerequisites:

1 unit/3 credit hours

Meet UNG enrollment requirements

Description: This principles of economics course is intended to introduce students to concepts that will enable them to understand and analyze economic aggregates and evaluate economic policies. Includes the foundation of economic analysis, understanding the concepts of demand and supply and price determination, money and credit systems, determining the level of aggregate macroeconomic activity, the impact of globalization on macroeconomic activity, and identification of underlying social goals. Credit will not be given for both ECON 2105 and ECON 2105H. This course fulfills the graduation requirement for Economics

POLS 1101 – Dual Enroll American

Government *Hope Rigor 1 unit/3 credit hours State number: 45.0570470 Prerequisites: Meet UNG enrollment requirements Description: American Government is an intensive examination of the Constitution and the three governmental divisions. The course includes a study of the national government in its relation to the states. Examples from the government of Georgia are included. This course fulfills the graduation requirement for American Government and Civics.



MODERN LANGUAGE

(2 units of the same world language required for admission to Georgia University System colleges/universities)

Advanced Academic Pathway in Modern Language Criteria

- Student graduated, AND
- Student's course history in one world language includes three distinct high school course codes OR includes at least two distinct course codes plus a third code reflecting an AP course code, where AP courses are offered (60.047, French; 60.077, Spanish; 60.078, Spanish Lit; 61.017, German; 61.047, Latin; 62.0196, Chinese; or 63.039, Japanese), OR IB* course, where courses are offered (French, 60.01120, 60.01130; Spanish, 60.07130, 60.07160; German, 61.01120, 61.01130;Latin, 61.04120, 61.04130; Chinese, 62.01900, 62.01910;Japanese, 62.03920, 62.03930; Arabic, 63.01700, 63.01800;) OR one post-secondary enrollment code in the same world language reflecting a third course at the college level

FRENCH

Frence	ch I
State	number:

er: 60.01100 s: None 1 unit

Prerequisites: None Description: Students learn basic French speaking, listening, reading, and writing skills. Vocabulary and grammar center around common themes and structures as reflected in everyday life in a French speaking country. Students will begin to look at the variety of cultures found in the French speaking world. This course emphasizes receptive and productive language skills as well as fundamental grammar concepts. Daily study required.

French II, French II	Honors *Hope Rigor	1 unit
State number:	60.01200	
Prerequisites:	French I	
Description:	Students expand their skills to use	more complex
French in a variety of productive language homework is to be e French.	of situations. Greater emphasis is pla e in present and past tense. Daily stu expected in this class that is taught i	aced on Idy and written ncreasingly in
French III, French I	II Honors *Hope Rigor	1 unit
State number:	60.01300	
Prerequisites:	85% in French II (unweighted)	
Description: social and professio literature, radio and	Students learn to communicate in a nal situations. Authentic sources su television are used alongside advan	a wide range of ch as French ced grammar

French IV, Frenc	h IV Honors *Hope Rigor	1 unit
State number:	60.01400	
Prerequisites:	French III	
Description	This close symphosiums ind	مالئام برامينام المرمام مرما

Description: This class emphasizes independent study skills and authentic interactions with French-speaking people and literature. Students explore French contributions to history and culture, and use genuine French materials in a class taught almost exclusively in French. When students complete French IV, they are ready to communicate effectively in a wide range of situations and show a comprehensive detailed knowledge of grammar.

IB French *Hope I	Rigor 1 unit
(11th/12th grade st	udents only)
State number:	60.01120
Prerequisites:	French 3
Description:	This course is designed to examine global

perspectives and practices in French-speaking countries through five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. These themes provide context for all levels of study. These themes allow students to compare the French language and cultures to other languages and cultures with which they are familiar and encourage students to find universal human experiences.

SPANISH Spanish I 1 unit State number: 60.07100 Prereauisites: None Description: Students learn basic Spanish speaking, listening, reading, and writing skills. Vocabulary and grammar center around common themes and culture reflected in everyday life in a Spanishspeaking world. This course emphasizes receptive and productive language skills and fundamental grammar concepts. Daily study required. Spanish II. Spanish II Honors *Hope Rigor 1 unit State number: 60.07200 Prerequisites: Spanish I

Description: Students expand their skills to use more complex Spanish in a variety of situations. Greater emphasis is placed on productive language in present and past tense. Daily study and written homework is to be expected in this class that is taught increasingly in Spanish.

Spanish III, Spanis	h III Honors *Hope Rigor	1 unit
State number:	60.07300	
Prerequisites:	85% in Spanish II (unweighted)	
Description:	The Level III language course focuses on	the

continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to more abstract concepts. Outside projects and homework are to be expected in this class taught mainly in Spanish.

Spanish IV Honors	*Hope Rigor	1 unit
State number:	60.07400	
Prerequisites:	Spanish III	
Description:	This class emphasizes independent stud	y skills
and authentic intera	ctions with Spanish-speaking people, His	spanic

MODERN LANGUAGE

literature, current events, and culture of Spanish-speaking countries. Students use genuine Spanish materials in a class taught almost exclusively in Spanish. When students complete Spanish IV, they are ready to communicate effectively in a wide range of situations and show a comprehensive detailed knowledge of grammar.

Spanish V *Hope Rigor

1 unit

State number: 60.07500 Prerequisites: Spanish IV

Description: This class emphasizes independent study skills and authentic interactions with Spanish-speaking people and Hispanic literature. Students research and write on many topics. When students complete Spanish V, they are ready to communicate effectively in a wide range of situations and show a comprehensive detailed knowledge of grammar, current events, cultures and literature of Spanish speaking countries.

IB Spanish *Hope Rigor

4 units

(11th/12th grade students only)

Spanish B: 2 unitslState numbers: 60.07130 (yr 1), 60.07160 (yr 2) Spanish ab initio: 2 unitslState numbers: 60.07170 (yr 1), 60.27180 (yr 2) Prerequisites: Spanish 3 (Spanish B); none (ab initio) Description: This course examines the perspectives of Spanishspeaking countries around the world through the context of 5 themes: identities, experiences, human ingenuity, social organization, and sharing the planet. These themes allow students to contextualize Spanish language and cultures and encourage students to find universal human experiences. Spanish B is for students who have completed Spanish 3 or higher. Ab initio is for students beginning their study of Spanish.

Spanish for Native Speakers Level I

State number: 60.07900

Description: Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional -can comprehend Spanish but are not able to speak fluently, read or write- to those who are more proficient and/or literate in Spanish. The recommended entrance requirement for the Spanish for Native Speakers I is the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak or write at the Intermediate level prior to entering the course.

This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States including language variation, geography, history, and current events.

Spanish for Nativ	e Speakers Level II *Hope Rigor	1 unit
Course number:	60.07910	

Prerequisite: Spanish for Native Speakers Level I Description: This course is designed for heritage learners of Spanish for those who have completed Spanish for Native Speakers I. The recommended entrance requirement for the Spanish for Native Speakers II is the Intermediate-High level of proficiency in <u>listening</u> <u>comprehension</u> on the ACTFL scale, and Intermediate-Mid level of proficiency in reading, writing, and speaking.

This course focuses on the development of advanced communicative competence in reading, writing, speaking, listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also continue to develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

Additional Electives to Prepare for College





HEALTH AND PHYSICAL EDUCATION

- (P.E. Graduation Requirements:)
- .5 unit Health and a .5 unit Physical Education
- or
- Three units of JROTC .

The Health and Physical Education Program offers instructional classes to students in a variety of areas from lifetime fitness and sports, to lifetime outdoor activities. Instruction is sequential and planned to develop and improve performance skills, to impart knowledge and concepts relevant to the activity, to introduce information concerning the fitness and health benefits of regular exercise, and to help students to develop and maintain physical fitness, as well as develop strategies for enhancing safety in all areas of life. These courses also provide opportunities for multicultural learning and socialization. Elementary through advanced level classes are provided in many activities. All classes are open to males and females for credit. Please consult our on-line pages of Physical Education Class Schedules and Class Descriptions for relevant information.

Health / Personal	Fitness
State number:	36.05800

1 unit

1 unit each

Prerequisites: None Description: This course is designed to fulfill the one Carnegie unit requirement for health and physical education. The purpose of the physical education component "Fitness for Life" is to promote the development and maintenance of personal fitness throughout the life cycle. It focuses on healthy living and lifestyle choices, with particular emphasis on the role of exercise in a healthy lifestyle. Health education is designed to motivate and assist students in maintaining and improving their health, preventing disease, and reducing health-risk behaviors.

Introductory Lifetime Sports		1 unit each
State number:	36.02200, Intro.: 36.03200, Int.:	36.04200
Prerequisites:	Health	
Description:	This course is designed to introd	luce and develop

This course is designed to introduce and develop skills in a variety of recreational sports. The activities will be taught, not only to improve physical ability, but also to promote a pleasing and meaningful attitude toward physical education and leisure activities. The emphasis in this course is on traditional sports such as: volleyball, tennis, soccer, badminton, basketball, ultimate frisbee, softball, etc.

Weight Training State number:

Prerequisites:

36.05400. Adv.: 36.06400 Health

Description: This course is designed to develop knowledge and understanding of weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiovascular endurance activities. Students will gain basic knowledge about the principles of strength training and strategies for developing a personal fitness program.

Introductory Outdoor Education

1 unit each 36.02500. Int.: 36.03500. Adv.: 36.04500 State number: Prerequisites: Health Description: This course is designed to introduce students to

a variety of outdoor activities including camping, outdoor cooking, fly fishing, ropes course, rock climbing, orienteering, archery, disc golf, water and hunting safety. Students will also have the opportunity to develop leadership skills.

Body Sculpting

1 unit each

State number: Prerequisites:

36.05600. Adv.: 36.06600 Health

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

Peer Facilitation (Adapted PE Partner) State number: 36.0410000

1 unit each

Prerequisites: Health Description: This course is designed for students interested in pursuing a career in physical education, special education, physical therapy, or any other related field of working the special needs population.

*Application and teacher recommendation required.

Recreational Games

1 unit each 36.02700, Int.: 36.03700, Adv.: 36.04700 State number: Prerequisites: Health

Description: This course is designed to introduce and develop skills in a variety of recreational sports. The activities will be taught, not only to improve physical ability, but also to promote a pleasing and meaningful attitude toward physical education and leisure activities. The emphasis of this course is on non-traditional activities such as: kickball, disc golf, archery, horseshoes, corn hole, capture the flag, wiffle ball, handball. etc.



FINE ARTS

Pathway requirements: Three courses successfully completed within the Fine Arts areas. (Visual Arts, Music/Band, Theater Arts, Dance, AP, IB)

VISUAL ARTS

1 unit

Visual Arts I, II, III, IV State number: 50.021100 Prerequisites: None

Description: The purpose of this course is to enable students to communicate ideas and concepts through two- and three-dimensional design and composition, and develop appreciation for exemplars in varied cultures and historical periods.

Ceramics / Pottery I / II

1 unit each

State number: Prerequisites:

None

Description: The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic hand building techniques.

50.04110, II: 50.04120

Drawing & Painting I / II

State number: 50.03130, II: 50.03140 Prerequisites: None Description: The purpose of this course is to enable students to develop basic perceptual, observation, and compositional skills

necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques.

Photography I

Prerequisite:

50.07110 State number: Prerequisites: None Description: The purpose of this course is to enable student

to learn basic photographic techniques through pinhole and digital photography. Students will design a pinhole camera, learn photographic compositional techniques and learn to develop in a darkroom. Students will learn about the history of photography and compare/contrast different genre'. Students will work digitally to provide photographs for the yearbook as well as create an online portfolio of photographs.

Photography II State Number: 50.07120

Photography I

Description: Enhances level-one skills and provides opportunities to apply photographic design methods. Stresses composing and processing techniques using a 35mm/or digital camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques, darkroom techniques and digital photography editing. Continues to explore photography and photographers for

historical and critical appraisal.

MUSIC

Intermediate Band I / II (Concert Band) State number:

Prerequisites:

Band I: 53.03710, Band II: 53.03720 Participation in a middle school band program or previous instrumental experience

1 unit each

1 unit each

Description: Concert Band is the entry-level high school band. Students in Concert Band will receive concentrated/instruction in music theory and basic instrumental techniques which will prepare them for more advanced literature.

Advanced Band I / II (Symphonic Band)

State number:	Adv. Band I: 53.03810, Adv. Band II:	53.03820
Prerequisites:	Students will be placed in Symphoni	c Band
	through a performance audition.	
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Description: Symphonic Band is the advanced level high school band. Students will continue to receive music theory instruction as well as more advanced instrumental techniques.

Mastery Band I

State number: 53.03910

Description: Provides opportunities for students to develop master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. Exploration of compositional and improvisational techniques of instrumental music.

Beginning Chorus I / II (Freshman Chorus) 1 unit each

State number: Prerequisites:

Chorus I: 54.02110. Chorus II: 54.02120 None

Description: The Freshman Choir is a non-audition group with instruction emphasizing vocal production and performance. No prior singing experience is required for participation in this group. Students will rehearse, study, and perform music of various styles and periods. Music theory, ear training, and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school year and will also participate in various district and state events. After-school rehearsal and concert performance attendance are expected.

Advanced Women's Chorus I / II

State number:

Adv. W. Chorus I: 54.02610,

1 unit each

Adv. W. Chorus II: 54.02620 Description: The advanced women's choir is an audition group with instruction emphasizing vocal production and performance. Students will rehearse, study, and perform music of various styles and periods. Music theory, ear training, and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school and the community throughout the school year, and will also participate in various district and state events. A choir tour/ trip is also planned for this group (with advanced mixed choir) every other year. Two semesters of freshman choir (or audition) are required for participation in this group. After-school rehearsal and performance attendance are expected.

1 unit each

1 unit

1 unit

Advanced Mixed Chorus I / II

State number: Adv. Mixed Chorus I: 54.02310,

Adv. Mixed Chorus II: 54.02320

Description: The advanced mixed choir is an audition group with instruction emphasizing vocal production and performance. Students will rehearse, study, and perform music of various styles and periods. Music theory, ear training and sight-singing will be taught in conjunction with choral performance. The choir will present concerts for the school and the community throughout the school year, and will also participate in various district and state events. A choir tour/trip is also planned for this group (with advanced women's choir) every other year. Two semesters of freshman choir (or audition) are required for participation in this group. After-school rehearsal and concert performance attendance are expected.

THEATER ARTS / FUNDAMENTALS

Theater Arts / Fundamentals I and II

(Drama I and II) State number:

Prerequisites:

Theater Arts I: 52.02100,

Theater Arts II: 52.02200 None

Description: Any student can take Drama I. This is an introduction to theatre class and is a prerequisite to all other theatre courses. Drama standards, such as theatre history, lighting, sound, prop design, scene design, and basic construction will be studied. After-school rehearsals will be rare but are a requirement. Drama II, Students learn how to improve their acting talent through scene study techniques. Students will write, produce, and direct their own performances

Theater Arts / Fundamentals III and IV (Drama III and IV)

State number: Theater Arts III: 52.02300. Theater Arts IV: 52.02400 Prerequisites: Dramatic Arts / Fundamentals II and/or III Description: This class is designed for the student director. This class is audition-only and students should have already taken Drama I

and Drama II to be considered. Students in Drama III will produce their own plays complete with lighting, sound, and properties schemes. Students will also be expected to visit a college theatre program and to perform/direct a senior show. Many students will participate in school productions and assist the teacher in Drama I classes when schedules allow.

Theatre Arts I / II (Musical Theater)

Theatre I: 52.03100, Theatre II: 52.03200 State number: Prerequisites: At least one year of Chorus and one semester of Drama

Description: Musical Theatre combines the arts of choral and drama work into theatrical productions on the stage. Students will learn the fundamentals of singing, basic acting technique, and functional choreography that lead to artistic and meaningful student performances. Students will perform in individual scenes, group musical numbers, and in one musical production per year as part of the musical theatre class. Students will also gain experience in the various technical aspects of theatre-lighting, sound, set construction, properties management and stagehand work. This class is team-taught by both the chorus and drama teachers. Prerequisites for the musical theatre class are a basic understanding of acting and vocal techniques, and students may sign up for the class based on arranged audition or teacher recommendation. After-school rehearsal and performance attendance are expected.

Technical Theater State Number:

Prerequisite:

1 unit each

1 unit each

1 unit each

1 unit each

52.04100 None

This introductory course explores the

Description: definition, design, and use of technical elements associated with theatre sets, props, costumes, makeup, lights, and sound.

DANCE Modern Dance I / II 1 unit each State Number: Modern Dance I: 50.04100, Modern Dance II: 50.04200 None Prerequisite: Description: Introduces basic concepts and skills of modern dance technique including shape, form, line, contract and release, fall

and recovery, coordination, balance, core support, clarity of movement, and weight shifts. Students explore individual expression and creativity. Modern Dance stresses aesthetic perception, creative expression, and performance, with a connection to historical/cultural heritage and aesthetic analysis. Modern Dance II, emphasizes complex rhythms, movement combinations, longer phrases, and transitions. Develops skills in contract and release, fall and recovery, and improvisation.

Modern Dance III / IV

Modern Dance III: 50.04300.

Prerequisite:

State Number:

Modern Dance IV: 50.04300 Modern Dance II

Description: Enhances previous course. Emphasizes intermediate-level technical skills centering on a specific technique (e.g. Horton, Graham, Limon, Cunningham, Dunham, Gaga) for further expansion of modern dance vocabulary, improvisation, and a broader experience of performance opportunities. Modern Dace IV emphasizes advanced-level technical skills including speed and quality of movement, complex combinations, improvisational performance technique, development of individual style, and artistic growth.

Dance I and Dance II

State Number:

Prerequisite:

1 unit each Dance I: 51.05300 and Dance II: 51.05400 None

Description: Introduces students to basic dance knowledge in order to develop coordination, flexibility, and strength while acquiring technical skills in preparation for further dance study. Students explore the role of dance in various cultures, and observe and critique dance performances using specified criteria and appropriate dance terminology. Dance I develops knowledge and skills in various dance forms with an emphasis on technical instruction in ballet, jazz, and modern techniques, public performance techniques, and choreographic concepts. Students study dance analysis, dance history, and movement sciences as they relate to injury prevention and technical training.

Dance III and Dance IV

State Number: Prerequisite: Description:

1 unit each Dance III: 51.05500, Dance IV: 51.05600 Dance II

Enhances previous course and offers a comprehensive understanding of the elements of movement and dance technique. Areas of concentration include choreography, dance analysis, dance history, and movement science with an emphasis on intermediate technical instruction in ballet, jazz, and modern techniques. Dance IV refines knowledge of the elements of movement, dance history, and dance analysis, and hones skills in choreography and performance techniques, focusing on artistry and individuality.

1 unit each

11th & 12th GRADE IB FINE ARTS

IB Visual Arts

2 units

(11th/12th grade students only)State numbers:50.04400 (yr 1), 50.04500 (yr 2)Prerequisites:1 year of high school art and art teacher\
recommendation

Description: This course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

IB Film

(11th/12th grade students only)

State number:State Number: 52.07300Description:This film course will combine the analyticalstudy of films as artistic and cultural texts with the practical study ofproducing films as personal and collaborative works. In addition toresearching and interpreting films, students will actively take on variousproduction roles in creating experimental film projects and at least onecomplete short film. Students will use the techniques and conceptswe study from various examples of international cinema. Students willwrite scripts, frame shots, edit clips, and direct projects in order tounderstand the creative and logistical processes of filmmakers.

1 unit





Student Success Through Leadership, Character, and Performance

MISSION STATEMENT

The mission of the Jackson County School System is to provide and support challenging and rigorous educational opportunities to ensure academic excellence for all students in a safe and caring learning environment.

SCHOOL INFORMATION

East Jackson High School 1435 Hoods Mill Road Commerce, GA 30529 706-336-8900 www.ejchs.jacksonschoolsga.org Jackson County High School 2030 Skelton Road Hoschton, GA 30548 706-367-5003 www.jcchs.jacksonschoolsga.org

where you will find:

- news about school activities
- links to school departments
- the high school handbook with policies and club offerings

The Jackson County School District 1660 Winder Highway Jefferson, GA 30549 706-367-5151 www.jacksonschoolsga.org

where you will find:

- · information about the activities of the Jackson County Board of Education and the school district's central office
- links to information regarding each school in the district
- · links to Internet resources for students, parents, teachers, and administrators
- · school calendars for holidays, standardized tests, and report card issuance
- lunch menus for elementary, middle, and high schools

Empower College and Career Center 1952 Winder Highway Jefferson, GA 30549 706-367-3511 www.empowerc3.com

