# Appling County High School Course Selection Planning Guide 2024 - 2025

This booklet is designed to provide basic information for students and parents about courses and graduation requirements at Appling County High School. This guide lists every course offered at the high school.

This guide will assist in tailoring an academic program to individual needs, which will help provide maximum opportunities for success after graduation. Students and parents are strongly encouraged to engage the faculty, especially guidance counselors, advisors, and teachers, throughout the student's career to ensure that every opportunity is considered.

Appling County High School has two semesters each academic year. Each student will choose eleven courses each year from this course guide when registering, three of which are alternates. Students take four courses fall semester and four more courses spring semester, for a total of eight courses per academic year. This is called a "4x4 block" schedule. A student can take 32 classes (may earn 32 credits) over their four years in high school. Availability of courses each semester is determined by student enrollment. A minimum of 24 credits is required to graduate.

**Hope Scholarship**

In order to meet HOPE eligibility students must:

- Have a 3.0 High School GPA as calculated by the Georgia Student Finance Commission in core curriculum courses
- Must earn 4 full credits from the Rigor list
- Want to check HOPE eligibility??
- Log onto GaFutures.org
- (ACHS does not calculate HOPE; the Georgia Student Finance Commission calculates HOPE eligibility)
- For questions, see your guidance counselor

| HOPE Rigor List (Rigor Courses offered at ACHS) | |
|---|---|
| **Type of Course** | **Course Title** |
| English | AP Language/Composition |
| English | Gifted AP Language/Composition |
| Mathematics | Gifted/Honors Pre-Calculus Concepts & Connections |
| Mathematics | Pre-Calculus Concepts & Connections |
| Mathematics | Gifted/Honors Advanced Algebra Concepts & Connections |
| Mathematics | Advanced Algebra Concepts & Connections |
| Mathematics | Advanced Financial Algebra |
| Science | AP Computer Science Principles |
| Science | Gifted AP Computer Science Principles |
| Science | Chemistry |
| Science | Gifted/Honors Chemistry |
| Science | Forensic Science |
| Science | Honors/Gifted Forensic Science |
| Science | Human Anatomy |
| Social Studies | AP Psychology |
| Social Studies | AP Government & Politics |
| Social Studies | Gifted AP Government & Politics |
| Social Studies | AP Human Geography |
| Social Studies | Gifted AP Human Geography |
| Foreign Language | Spanish II |
| Foreign Language | Spanish III |

# CLASS OF 2023 and beyond
# STUDENT REQUIREMENTS FOR GRADUATION

| Required Areas of Study | General Diploma | Credits |
|---|---|---|
| **English/Language Arts** | Honors 9th Grade Literature or 9th Grade Literature Honors World Literature or World Literature American Literature or AP Lang British Literature or Honors British Literature Dual Enrollment English course | 4 |
| **Mathematics** | Foundations of Algebra [prequalified students] Honors Algebra or Algebra<br>Honors Geometry or Geometry Honors Algebra II or Algebra II Pre-Calculus<br>Other approved 4th Math or Dual Enrollment Math course | 4 |
| ***Science** | Honors Biology or Biology<br>Honors Physical Science or Physical Science Environmental Science or Chemistry or Honors Chemistry Forensics<br>AP Biology<br>Other approved 4th Science or Dual Enrollment Science course | 4 |
| **Social Studies** | Honors World History or World History US History<br>Honors American Government/Economics American Government Economics | 4 |
| **Health/Physical Education** | Health<br>Personal Fitness | 1 |
| **CTAE and/or Modern Language/Latin, and/or Fine Arts** | *College and Career Seminar Class (starting with Class of 2027)<br>**Pathways (BRIDGE ACT – H.B. 400)<br>***Spanish I and Spanish II | 3 |
| **Electives (8 units)** | 4 Units | 4 |
| **TOTAL UNITS** | 24 Units | 24 |

*Science may be used to meet both the required science and required elective in CTAE sequence of courses.

**"Focused program of study" is a rigorous academic core combined with a focus in mathematics and science; a focus in humanities, fine arts, and foreign language; or a coherent sequence of career pathway courses that is aligned with graduation requirements established by the State Board of Education and curriculum requirements established pursuant
to Part 2 of H.B. 400 that prepares a student for postsecondary education or immediate employment after high school graduation.

***Students planning to enter or transfer into a University System of Georgia Institution after graduation MUST take two units of the same foreign language.

****The "College and Career Seminar" class will be a graduation requirement for all students starting with the incoming
freshman class of 2027 and beyond.

- In order to graduate from Appling County High School, a student must meet requirements in the following areas:

**ATTENDANCE:** a student must be enrolled full-time for a minimum of seven semesters in high school. Regular semesters are defined as the two consecutive semesters which begins in August and end in May or June of each school year.

**Core Classes:** Students are required to complete a core academic course in all 4 content areas (Science, ELA, Mathematics, Social Studies) beginning enrollment as a 9th grader through 12th grade.

**End of Course Testing:** Students are required to pass the End-of-Course Tests in each of the areas of Language Arts, Math, Science, and Social Studies

**Career Technical Agricultural Education (CTAE) Pathway Courses and Elective Courses:** Career Technical Agricultural Pathways consist of a three-course sequence in the same career cluster. Many of the CTAE Programs at Appling County High School are industry certified. Students who complete these programs are career ready as the curriculum is carefully aligned to meet industry standards. All students who complete a CTAE Pathway will take an End of Pathway Assessment to determine certification eligibility.

**CARNEGIE UNITS**: A student must earn 24 Carnegie units.

***Promotion Criteria:*** *Students are promoted and retained at the end of the school year following the promotion criteria.*

| | |
|---|---|
| To be promoted to 10th Grade | 5 Units |
| To be promoted to 11th Grade | 11 Units |
| To be promoted to 12th Grade | 17 Units |
| Total Required for Graduation | 24 Units |

***Important Note:*** *Students who plan to attend the University of Georgia, Georgia Tech, Medical College of Georgia, or Georgia State University or other major research institutions are strongly encouraged to take a total of 20 academic units from language arts, mathematics, social studies, science, and world language, along with meeting other admission requirements.*

*Admission to these schools is very competitive. These schools look at a student's SAT, GPA, number of advanced placement courses, and the rigorous curriculum passed.*

## Accelerated Career Diploma

Students that wish to be considered for this dual enrollment option will need to meet with their guidance counselor and Administrator to formulate a plan that will best suit each individual student. This toward graduation is new and there will be unique circumstances that may be used to determine eligibility for this path through either SPCCA or CPTC. Students must have and maintain a 2.0 GPA, minimal absences, and minimal discipline referrals. ***The Principal, or designee, will make the final decision on this placement.***

## EARLY GRADUATION

Seniors who complete graduation requirements may participate in Graduation Exercises, Honors Night, Grad Bash, and Prom. Students who graduate early are not eligible to receive an award for perfect attendance. Also, students who graduate early are not eligible to participate in athletics during the spring semester.

## Dual Enrollment College Credit

Appling County High School students have the opportunity to attend college through our partnership with Coastal Pines Technical College. Students are offered the opportunity to earn college credit by enrolling in courses offered on campus at CCHS. Dual Enrollment credits are dependent upon State Department of Education approval. College credit is awarded; however, dual enrollment transfer credit is at the discretion of Colleges/Universities. It is advised to check final college destinations to see if the course earned applies to the major your student selects. Dual Enrollment, students must meet the following requirements:

1. Be on track toward graduation
2. Receive guidance counselor approval and complete the Dual Enrollment participation agreement
3. Earn the required test scores on the Accuplacer, ACT, or SAT exams
4. Complete Coastal Pines Dual Enrollment Application for Admissions
5. Complete the online Dual Enrollment financial aid application on gafutures.org. IMPORTANT!!! THIS MUST BE COMPLETED PRIOR TO THE BEGINNING OF THE CLASS!
6. Dual Enrollment Student Requirements:
    - Score at least 17 on the math and verbal sections of the ACT
    - Score 19 on the ACT if the course is a college mathematics class
    - OR Score at least 450 on the mathematics and verbal section of the SAT
    - OR Take the ACCUPLACER (given at ACHS) and meet the following score requirements:
        - 64 Reading Comprehension
        - 70 Sentence Skills
        - 57 Elementary Algebra
        - 70 College Level Math (Required for pre- calculus and calculus)
    - OR, have a 2.6 HOPE GPA following a student's 10th grade year
7. CTAE admission requirements vary – consult guidance to check eligibility
8. The Dual Enrollment Funding Cap is 30 semester or 45 quarter hours. The Funding Cap is a hard cap based on hours paid by the Dual Enrollment funding program for terms of enrollment (as invoiced by the postsecondary institutions). The Funding Cap does not include dual credit coursework attempted and paid by other sources.

# Honor Graduate Criteria Class of 2025 and Beyond

Honor Graduate status, including Valedictorian and Salutatorian, will be computed at the end of the first semester of the senior year. *Classes taken the second semester of the senior year that are not satisfactorily completed may affect honor graduate status.*

**Valedictorian** will have the highest HOPE cumulative grade-point average, taken the required number* of the most rigorous classes, and taken or have enrolled in a minimum of two (2) AP classes offered by the end of the third 9 weeks (Q3) of their senior year. **Additionally, the Valedictorian must have passed all classes (honors, regular, academic, non-academic, WBL, AP, DE, etc.) the student was enrolled in during high school including the second semester of senior year. The Valedictorian must have been enrolled at ACHS for the previous three (3) semesters.

**Salutatorian** will have the second highest HOPE cumulative grade-point average, taken the required number* of the most rigorous classes, and taken or have enrolled in a minimum of two (2) AP classes offered by the end of the third 9 weeks (Q3) of their senior year. **Additionally, the Salutatorian must have passed all classes (honors, regular, academic, non-academic, WBL, AP, DE, etc.) the student was enrolled in during high school including the second semester of senior year. The Salutatorian must have been enrolled at ACHS for the previous three (3) semesters.

If the cumulative averages are tied to the ten thousandths place as determined by the student information system, there will be co-valedictorians and no salutatorian.

**Summa Cum Laude** will have an overall HOPE cumulative grade-point average of 95.00 – 100.00 and have taken the required number* of the most rigorous classes. Summa Cum Laude graduates will be listed alphabetically for any publications and graduation. **Additionally, the student must have passed all classes (honors, regular, academic, non-academic, WBL, AP, DE, etc.) the student was enrolled in during high school including the second semester of senior year.

**Magna Cum Laude** will have an overall HOPE cumulative grade-point average of 90.00 – 94.99 and have taken the required number*of the most rigorous classes. Magna Cum Laude graduates will be listed alphabetically for any publications and graduation. **Additionally, the student must have passed all classes (honors, regular, academic, non-academic, WBL, AP, DE, etc.) the student was enrolled in during high school including the second semester of senior year.

**Cum Laude** will have an overall HOPE cumulative grade-point average of 90.00 – 100.00 without the academic rigor requirement. Cum Laude graduates will be listed alphabetically for any publications and graduation. **Additionally, the student must have passed all classes (honors, regular, academic, non-academic, WBL, AP, DE, etc.) the student was enrolled in during high school including the second semester of senior year.

*For the Classes of 2025, 2026, and 2027, the required number of rigorous courses for Valedictorian, Salutatorian, Summa Cum Laude Honor Graduate and Magna Cum Laude Honor Graduate is twelve (12) courses.
For the Class of 2028 and beyond, the required number of rigorous courses for Valedictorian, Salutatorian, Summa Cum Laude Honor Graduate and Magna Cum Laude Honor Graduate is sixteen (16) courses.

**This will take effect beginning with second semester of the FY23 school year but will not be retroactive for grades earned prior to second semester of FY23. All semesters beginning with second semester of FY23, including the final semester of a student's senior year, will be included. (For example, for an 11th grade student in FY23, any failing grade from his/her 9th or 10th grade year would not prevent the student from earning honor graduate status, but a failing grade after the implementation date would prevent the student from becoming an honor graduate.)

| ACHS Honor Graduate Rigor Courses Offered<br>**This list may change due to state and system course availability** | |
|---|---|
| English | Honors/Gifted Ninth Grade Literature |
| English | Honors/Gifted Tenth Grade Literature |
| English | Honors/Gifted British Literature |
| English | AP Language & Composition |
| English | Dual Enrollment ENGL 1101 |
| English | Dual Enrollment ENGL 1102 |
| English | Dual Enrollment SPEECH 1101 |
| English | Dual Enrollment COMM1109 |
| Mathematics | Honors/Gifted Algebra Concepts & Connections |
| Mathematics | Honors/Gifted Geometry Concepts & Connections |
| Mathematics | Honors/Gifted Advanced Algebra Concepts & Connections |
| Mathematics | Honors/Gifted Precalculus |
| Science | Honors/Gifted Physical Science |
| Science | Honors/Gifted Biology |
| Science | Honors/Gifted Chemistry |
| Science | Honors/Gifted Forensic Science |
| Social Studies | Gifted AP US Government & Politics |
| Social Studies | Gifted/Honors World History |
| Social Studies | Gifted/Honors Economics |
| Social Studies | Gifted/AP Human Geography |
| Fine Arts | AP Art |
| Foreign Language | Spanish III |
| | AP Computer Science |
| Social Studies | Dual Enrollment U.S. History |
| | Dual Enrollment Psychology |
| | Dual Enrollment Sociology |
| Mathematics | Dual Enrollment Algebra |

**AP courses taken via Georgia Virtual School, etc. will also count as an ACHS Honor Graduate Rigor Course.
**Dual Enrollment academic courses taken that are not listed above will also count as an ACHS Honor Graduate Rigor Course.

# Course Descriptions

Courses last for one semester term and earn one Carnegie unit. Courses conform to state guidelines as found at http://www.georgiastandards.org/.

# Core Academic Courses

## Language Arts

### Ninth Grade Literature/ Composition

**Grade level: 9**

Ninth Grade Literature/Composition focuses on a study of literary genres, with students developing the ability to support interpretations from texts**.** Students review the writing process and write in all formats. Conventions are studied in the context of reading, writing, and speaking. Students gain awareness of media genres and develop skill in evaluating media and making presentations.

**Grade level: 11**

### Honors/Gifted Ninth Grade Literature/ Composition

**Grade level: 9**

**Required: Meet Honors Placement Criteria**

Students who have successfully met the criteria for honors classes are the most prepared for the additional reading, writing and higher order thinking that will be required for this course. Students should be self-motivated and willing to spend time on reading and writing outside of class**.**

### World Literature/ Composition

**Grade Level: 10**

**Highly Recommended: 9th grade Literature/Composition**

Tenth Grade Literature/Composition focuses on the study of literary themes in world literature. Students practice all modes of writing but concentrate on persuasive writing and continue to use research and technology. Instruction in conventions takes place in the context of reading, writing, and speaking, rather than in isolation. Students continue listening and viewing critically and develop further skill in written and oral communication.

### Honors/Gifted World Literature/ Composition

**Grade level: 10**

**Required: Previous Honors/Gifted Course or Teacher Recommendation**

Students who have successfully completed Honors/Gifted Ninth Grade Literature are the most prepared for the additional reading, writing and higher order thinking that will be required for this course. Students should be self- motivated and willing to spend time on reading and writing outside of class.

### American Literature/Composition

**Grade Level: 11**

**Prerequisite: 9th and World Literature/Composition**

In American Literature and Composition, students develop understanding of chronological context and relevance of period structures and how they affect meaning in literature. They practice all modes of writing but focus on expository writing. Students study Standard English conventions, learning that conventions are the “good manners” of writing and speaking that make communication fluid. Students continue to improve their skills in listening, speaking, and viewing. The writing assignments will focus on narrative, expository and argumentative writing as preparation for the EOC assessment.

### Honors/Gifted American Literature/Composition

**Grade level: 11**

**Prerequisite: Honors/Gifted World Lit or Teacher Recommendation**

Students taking this course should be prepared to read more complex texts in class and outside of class with in-depth analysis. Students will write from college-level prompts in a variety of genres. The writing assignments will focus on narrative, expository and argumentative writing as preparation for the EOC assessment.

**British Literature**
**Grade level: 12**
**Highly Recommended: 9th, World Lit, Am. Lit/Comp**
In this course, students will receive an overview of British literature from early Anglo-Saxon to Modern. Literary study will be infused with historical applications for a better understanding of the social and historical context of the readings. This course explores important and influential British authors as well as connects authors and literary works to their history and time period. Students are encouraged to develop an understanding of British history as well as our country's heritage, and an appreciation for different types of literature that has influenced our thinking. The study of grammar and mechanics of writing will continue with a focus on reviewing concepts and avoiding common errors. In preparation for the world beyond high school, applications, resumes, interviewing skills, and other job-related writing projects are also an integral part of this course.

**Honors/Gifted British Literature**
**Grade level: 12**
**Required: Previous Honors/Gifted Course or Teacher Recommendation**

Students taking this course should be prepared to read more complex texts in class and outside of class with in-depth analysis. Students will write from college-level prompts in a variety of genres.

**AP Language and Composition**
**Grade Level: 11-12**
**Required: Honors 9th & Honors World Lit or Teacher Recommendation**
Advanced Placement English Language and Composition is an equivalent college freshman course designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The course should enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers. This course meets the requirement of high school American Literature.

**Writer's Workshop**
**Grade Level: 9-12**
Writer's Workshop is a creating writing course providing opportunities for students to engage with language as an expressive art form. The course distinguishes differences between academic/formulaic writing and creative writing while supporting the development of individualized writing processes and programs for students. The workshop format of the course allows students to work with one another to write and edit multiple narratives, poems, and other creative works. The workshop culminates in the production of polished pieces of student writing that may be published in our school's literary magazine and/or showcased at various events organized for the class, such as Coffeehouse.

**Literary Types and Composition**
**Grade Level: 10-12**
This course focuses on the major forms of fiction and nonfiction: short story, folktale, poetry, drama, essay, biography, autobiography, memoir, and editorial. A thorough study of the elements of each literary genre is critical (e.g. plot, characterization, purpose, structure, evidence, etc.). Writing is a critical component of this course, emphasizing the following writing genres: argumentative, expository, and narrative. Organizational structures (e.g. cause and effect, definition, and comparison and contrast) are emphasized. Since conventions are essential for reading, writing, and speaking, instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking. The students observe and listen critically and respond appropriately to written and oral communication in a variety of genres and media.

**DUAL ENROLLMENT English 1101**
**Grade level: 11-12**
Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of

standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include writing analysis and practice, revision, and research. Students write a research paper using library resources and using a formatting and documentation style appropriate to the purpose and audience.

**DUAL ENROLLMENT English 1102**
**Grade level: 11-12**
**Prerequisite: ENGL 1010**
Provides knowledge and application of written and oral communications found in the workplace. Topics include writing fundamentals and speaking fundamentals.

**DUAL ENROLLMENT Public Speaking SPEECH 1101**
**Grade Level: 11-12**
Introduces the student to the fundamentals of oral communication. Topics include selection and organization of materials, preparation and delivery of individual and group presentations, analysis of ideas presented by others, and professionalism.

**DUAL ENROLLMENT Human Communication COMM 1109**
**Grade Level: 11-12**
Introduction to the fundamental components of the human communication process. The course provides a basic history of the communication discipline from ancient rhetorical roots through modern social sciences. The course emphasizes selected methods and practices in dyadic, small group, and oral presentational settings. Course content also covers communication models, as well as a survey of a variety of human communication modes and methods, including verbal, nonverbal, small group, interpersonal, mass, organizational, public, and intercultural communication.

# Mathematics

**Foundations of Algebra**
**Grade Level: 9**
Foundations of Algebra is a foundational course designed to prepare students for a standard high school algebraic course. Students are introduced to integers, fractions, square roots, step equations, linear equations, and decimals and are taught how to solve basic equations using variables.

**Algebra Concepts & Connections**
**Grade Level: 9**
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, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning.

**Honors/Gifted Algebra Concepts & Connections**
**Grade level: 9-10**
**Required: Meet Honors Placement Criteria**
This is an honors-level course for mathematically talented students with strong computational skills and a solid understanding of middle school mathematics topics. Students should be prepared for higher- order thinking and problem-solving approaches as a basis for instruction in this course**.**

**Geometry Concepts & Connections**
**Grade Level: 10-11**
**Required: Algebra Concepts & Connections**
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**.**

**Honors/Gifted Geometry Concepts & Connections**
**Grade Level: 10**
**Required: Honors/Gifted Algebra Concepts & Connections or Teacher Recommendation**
This is an honors-level course for mathematically talented students with strong computational skills and a solid understanding of Algebra Concepts & Connections topics. Students should be prepared for higher order thinking and problem-solving approaches as a basis for instruction in this course.

**Advanced Algebra Concepts & Connections**
**Grade Level: 11-12**
**Required: Geometry Concepts & Connections**
Advanced Algebra: Concepts & Connections is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth-course options relevant to their career pursuits. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. This course is designed as the third 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**.**

**Honors/Gifted Advanced Algebra Concepts & Connections**
**Grade Level: 11**
**Required: Honors/Gifted Geometry Concepts & Connections or Teacher Recommendation**
This is an honors-level course for mathematically talented students with strong computational skills and a solid understanding of Geometry Concepts & Connections topics. Students should be prepared for higher-order thinking and problem-solving approaches as a basis for instruction in this course.

**Advanced Financial Algebra**
**Grade Level: 12**
**Required: Advanced Algebra**
Advanced Financial Algebra is a fourth-year mathematics course designed for students who have successfully completed Algebra II. The course extends and deepens student understanding of algebra, statistics, and research design while introducing students to relevant financial and business applications. Students will create, apply, and interpret a wide variety of algebraic function-models to aid in real-world decision making. Statistical research and analysis will be utilized to determine the efficacy of model applications and further assist in exploring scenarios with financial implications. Financial contexts for these mathematical concepts will include business operations and optimization, tax considerations, insurance and risk management, banking services, budget creation, loan and credit analysis, investment strategies and retirement plans, stock market performance, real estate fundamentals, and automobile ownership.

**Pre Calculus**
**Grade Level: 12**
Pre-Calculus, as its name indicates, is designed to prepare you for Calculus, either in high school or college. Topics include but are not limited to understanding algebraic and polynomial functions, exponential and logarithmic functions, and conic sections. Students will also study applications of trigonometry, trigonometric identities and equations, mathematical induction, and the concept of limits. In addition to content mastery, the course goals are to further develop students' problem solving and critical thinking skills. The difficulty level of the material

increases significantly throughout the semester. Students should be prepared to be challenged and work hard. Students are encouraged to form study groups with peers, practicing beyond daily assignments in an effort to master skills. Technology will be incorporated throughout the curriculum.

**Advanced Placement (AP) Computer science Principles**
**Grade Level: 10-12**
**Prerequisite: None**
AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing technology can impact the world. With a unique focus on creative problem solving and real-world applications. AP Computer Science prepares students for college and beyond. This course meets the requirement for 3rd of 4th year science electives.

**DUAL ENROLLMENT MATH 1111: College Algebra**
**Grade level 11-12**
Emphasizes techniques of problem solving using algebraic concepts. Topics include fundamental concepts of algebra, equations and inequalities, functions and graphs, and systems of equations; optional topics include sequences, series, and probability or analytic geometry.

# Science

**Physical Science**
**Grade level: 9**
Physical science involves the study of matter and energy. Laboratory investigations are integral as they supplement the science theory taught in class. Lab safety is emphasized, and the metric system is used for gathering and comparing quantitative data during lab. The scientific process of inquiry is an overriding theme that underscores lab and text learning. Concepts covered during the semester are classification of matter, atomic theory, periodicity, chemical bonding and reactions, the laws of conservation of matter and energy, solutions, acid and base chemistry, phase changes, laws of motion and force, energy transformation, electrical and magnetic forces, and wave properties. A practical project may be assigned. This course involves the application of mathematical formulas. Calculator use is strongly recommended.

**Honors/Gifted Physical Science**
**Grade level: 9**
**Required: Meet Honors Placement Criteria**
Honors Physical Science involves a more in-depth study of chemistry and physics than does the regular class. Students should be very well organized and possess a high degree of motivation. Students should also possess excellent study skills. Mathematical relationships, where appropriate, are emphasized. Emphasis is also placed on science process skills. A practical and/or research project will be assigned. Students are further required to pursue professionalism in carrying out lab exercises, both during data collection and writing lab reports.

**Biology**
**Grade level: 10**
**Highly Recommended: Physical Science**
The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

**Honors/Gifted Biology**
***Grade Level: 10***
***Required: Honors/Gifted Physical Science or Teacher Recommendation***
Biology is the study of living organisms that will focus on five units: Nature of Science, Cellular Biology (structure/function and reproduction), Ecology, and Genetics (Mendelian and Molecular), and Evolution. In H/G Biology I, chemistry and evolutionary concepts will thread through all units to show the relationships between chemistry and biological diversity. This

course will emphasize a blend of reading, writing, and laboratory activities as well as manipulative activities utilizing individual and group work skills, creativity, problem solving, and analytical skills. The course will foster scientific literacy components set by the National Science Education Standards through Georgia's performance curriculum.

**Chemistry**
**Grade level: 11-12**
**Required: Physical Science & Biology**
Chemistry I is an introductory course which includes the basic concepts of chemistry: Balanced Chemical Reactions, IUPAC Chemical Formulas, Law of Conservation of Matter, Stoichiometry (moles), Atomic Theory, Periodic Properties, Kinetic-Molecular Theory, Kinetics, and Solutions. Related laboratory experiences emphasize science process skills and will include hands-on, student-centered, and inquiry-based activities. Chemistry is recommended for all college bound students.

**Honors/Gifted Chemistry**
**Grade Level: 11**
**Required: Honors/Gifted Biology & Physical Science**
Chemistry is an introductory course which includes the basic concepts of chemistry: Balanced Chemical Reactions, IUPAC Chemical Formulas, Law of Conservation of Matter, Stoichiometry (moles), Atomic Theory, Periodic Properties, Kinetic-Molecular Theory, Kinetics, and Solutions. Related laboratory experiences emphasize science process skills and will include hands-on, student-centered, and inquiry-based activities. Chemistry is recommended for all college bound students. This course will emphasize a blend of reading, writing, and laboratory activities as a well as manipulative activities utilizing individual and group work skills, creativity, problem solving, and analytical skills.

**Environmental Science**
**Grade Level: 11-12**
Environmental Science is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for one's self and the environment. This course is recommended for career tech students.

**Forensics**
**Grade Level: 12**
Forensics is a senior level course which is designed to build upon science concepts from previous courses and apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, 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.

**Honors/Gifted Forensics**
**Grade Level: 12**
**Required: Honors/Gifted Chemistry**
Forensics is a senior level course which is designed to build upon science concepts from previous courses and apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, 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. This course will emphasize a blend of reading, writing, and laboratory activities as a well as manipulative activities utilizing individual and group work skills, creativity, problem solving, and analytical skills.

# Social Studies

**World History**
**Grade Level: 10**
**Highly Recommended: None**
World History provides an in-depth study of world cultures, major ideas, religions, inventions, and people and events of history from the rise of civilization to the present. This includes a study of famous people who have helped advance civilization throughout history. Important events concerning advancements in music, art, science, and architecture are part of the curriculum. Course is offered to all ninth graders and to students in 10-12 building who need the credit.

**Honors/Gifted World History**
***Grade Level: 10***
***Required: Honors/Gifted American Government or Teacher Recommendation***
Honors and Gifted World History provides students with a comprehensive study of major events and themes in World History. Students begin with the earliest civilizations and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century. The course emphasizes the political, cultural, economic, and social development along with the growth of cities. Students will exceed standards by utilizing readings, research, investigative and creative skills. Critical thinking and analyses will be exemplified through historical essay writing and Socratic discussions.

**Advanced Placement Human Geography**
**Grade Level: 9-12**
**Highly Recommended: None**
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 concept and landscape 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.

**American Government/Civics**
**Grade Level: 9**
The government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. This course meets the state's Citizenship requirement for graduation.

**AP U.S. Government and Politics**
**Grade level: 9**
**Required: Meet Honors Placement Criteria**
This advanced placement government course is intended for students who are interested in political science. The course is taught on a college level with a college text and college expectations. At the end of this course students have the opportunity to challenge a nationwide exam that is successful will allow the student college credit for a history/government requirement. This course is designed to allow the student to analyze and evaluate the actions, issues and policy decision that govern the United States today. This goal is realized through the understanding of the origins of our government, the constitution, federalism, and the relationships between the state and federal government. This course is designed to explore institutions of government, political behavior, voting and elections, and how these topics relate to public policy. This course satisfies the high school requirement f American Government.

**DUAL ENROLLMENT American Government POLS 1101**
**Grade Level: 11-12**
Emphasizes study of government and politics in the United States. The focus of the course will provide an overview of the Constitutional foundations of the American political processes with a focus on government institutions and political procedures. The course will examine the

constitutional framework, federalism, civil liberties and civil rights, public opinion, the media, interest groups, political parties, and the election process along with the three branches of government. In addition, this course will examine the processes of Georgia state government. Topics include foundations of government, political behavior, and governing institutions.

**United States History**
**Grade Level: 11**
**Highly Recommended: None**
United States History is a study of our nation from the discovery of the New World to the present with an emphasis on the social, economic, and political changes which have shaped the United States into a world power.

**DUAL ENROLLMENT US History HISTORY 2111**
**Grade Level: 11-12**

Emphasizes the study of U. S. History to 1877 to include the post-Civil War period. The course focuses on the period from the Age of Discovery through the Civil War to include geographical, intellectual, political, economic and cultural development of the American people. It includes the history of Georgia and its constitutional development. Topics include colonization and expansion; the Revolutionary Era; the New Nation; nationalism, sectionalism, and reform; the Era of Expansion; and crisis, Civil War, and reconstruction.

**DUAL ENROLLMENT US History II HISTORY 2112**
**Grade Level: 11-12**
Emphasizes the study of the social, cultural, and political history of the United States from 1865 to the beginning of the twenty-first century and will equip the student to better understand the problems and challenges of the contemporary world in relation to events and trends in modern American history. The course also provides an overview of the history of Georgia and the development of its constitution. Topics include the Reconstruction Period; the great West, the new South, and the rise of the debtor; the Gilded Age; the progressive movement; the emergence of the U. S. in world affairs; the Roaring Twenties; the Great Depression; World War I; World War II; the Cold War and the 1950's; the Civil Rights Movement; the 1960's and 1970's; and America since 1980.

**Personal Finance and Economics**
**Grade Level: 12**
Personal Finance and Economics is a course that provides students with a foundation in the field of economics, with a specific focus on how students can apply that knowledge to their own personal finances. Students will study the areas of fundamental economics, microeconomics, macroeconomics, international economics, and personal finance, along with learning personal finance skills to apply to their own futures. Included in this is managing and balancing budgets; understanding and building credit; protecting against identity theft and consumer protections; and understanding tax forms, student loan applications, and pay stubs.

**Honors and Gifted Personal Finance and Economics**
**Grade Level: 12**
Honors and Gifted Personal Finance and Economics is a rigorous course that teaches students how to apply the five major areas of Economics to their everyday lives. The class delves into fundamentals of economic decision making, microeconomics, macroeconomics, and international economics, along with learning personal finance skills to apply to their own futures. Included in this is managing and balancing budgets; understanding and building credit; protecting against identity theft and consumer protections; and understanding tax forms, student loan applications, and pay stubs. Students will exceed the standards by hands on application and Socratic discussions.

**DUAL ENROLLMENT Macroeconomics ECON 2105**
**Grade level 11-12**
Provides a description and analysis of macroeconomic principles and policies.

Topics include basic economic principles, macroeconomic concepts, equilibrium in the goods and money markets, macroeconomic equilibrium and the impact of fiscal and monetary policies.

**DUAL ENROLLMENT Psychology 1101**
**Grade Level: 11-12**
**Pre-requisite: None**
Introduces the major fields of contemporary psychology. Emphasis is on critical thinking and fundamental principles of psychology as a science. Topics include research design, the organization and operation of the nervous system, sensation and perception, learning and memory, motivation and emotion, thinking and intelligence, lifespan development, personality, psychological disorders and treatment, stress and health, and social psychology.

**DUAL ENROLLMENT Sociology 1101**
**Grade Level: 11-12**
Explores the sociological analysis of society, its culture, and structure. Sociology is presented as a science with emphasis placed on its methodology and theoretical foundations. Topics include basic sociological concepts, socialization, social interaction and culture, social groups and institutions, deviance and social control, social stratification, social change, and marriage and family.

## World Languages

*World languages are not a requirement for graduation. Most major universities, however, still have a language requirement for entry. Students should prepare according to their post-secondary plans.* ***Three courses in the same language are required for pathway completion.***

**Spanish I**
**Grade Level 10-12**
**Highly Recommended: None**
The Level I language course conforms to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines for novice low and novice mid-levels. It focuses on the four language skills (speaking, understanding, reading, and writing) and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. Students will focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors is in the target language.

**Spanish II**
**Grade Level 10-12**
**Highly Recommended: Spanish I**
The Level II language course conforms to the ACTFL proficiency guidelines for novice high and intermediate low levels. It 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. It assumes that the students have successfully completed a Level I course or are at a novice high or intermediate low level of proficiency. Students begin to show a greater level of accuracy when using basic language structures and are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language.

**Spanish III**
**Grade Level 10-12**
**Highly Recommended: Spanish II**
The Level III language course conforms to the ACTFL proficiency guidelines for intermediate mid and high levels. It 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 abstract concepts. The major means of communication between students and instructors is in the target language.

# ESOL Electives

**Communication Skills I**
**Grade Level: 9-12**
This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested proficiency level of the student is PL 1-2. This course awards elective credit.

**Communications Skills II**
**Grade Level: 9-12**
This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested proficiency level of the student is PL 1-2. This course awards elective credit.

**Communication Skills in Math**
**Grade Level: 9-12**
This course supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in mathematics. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.

**Communication Skills in Science**
**Grade Level: 9-12**
This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.

**Communication Skills in Social Studies**
**Grade Level: 9-12**
This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.

**Reading and Listening in the Content Areas**
**Grade Level: 9-12**
This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics. The suggested proficiency level is PL 1-3. This course awards elective credit.

**Oral Communication in the Content Areas**
**Grade Level: 9-12**
This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested proficiency level of the student is PL 1-3. This course awards elective credit.

**Writing in the Content Areas**
**Grade Level: 9-12**
This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested proficiency level is PL 2-4. This course awards elective credit.

**Reading and Writing in Science**
**Grade Level: 9-12**
This course supports and enhances reading and writing skills in Science and provides students with strategies for reading and comprehending scientific texts. Although the primary purpose of

this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus. The suggested proficiency level is CPL 2-3.

**Reading and Writing in Social Studies**
**Grade Level: 9-12**
This course focuses on reading and writing in social studies and provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses. The domains of reading and writing are integral to academic success in the social studies content courses and students must learn to develop both active and critical inferential skills to ensure academic success in the social studies content courses. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus. The suggested proficiency level is CPL 2-3.

# Fine Arts

**Beginning Chorus I - IV**
**Grade level: 9-12**
**Prerequisite: None**
Beginning chorus is offered to freshmen and any upper-class members that need further preparation for Intermediate Chorus. **NOTE: This is a performing group and performances outside of the regular school will be required**. Beginning chorus will offer students an opportunity to enrich their musical talents. Students will focus heavily on learning to read music notation. No previous music experience is necessary for this course. Techniques for correct vocal production and ear training are also emphasized.

**Intermediate Chorus I - IV**
**Grade level: 9-12**
**Prerequisite: Audition Only**
Intermediate Chorus offers an opportunity for singers with experience singing and reading music to further develop their vocal instruments while rehearsing and performing more advanced choral literature. This course is an important component for members who need further preparation before moving on to Advanced Chorus. Students enrolled in this course will also have opportunities for representing the school at regional choral festivals. Concepts covered in this class may include sight-singing, ear training, vocal production, music theory, music history, and performance techniques.

**Beginning Music Technology**
**Grade Level: 9-12**
**Prerequisite: none**
Music Technology and Production is about learning to use the tools that mix, capture and create *sound*, then use that technology to manipulate, edit and produce a final product to achieve specific artistic and functional goals. Today's world of audio production is a wide-open field. Students in our classes use the most current "in-the-box" DAW technology as well as other hardware and software that comes with the territory to mix, produce and record music. You'll learn to edit *raw* audio files, mix simple and complex songs - and eventually manage full mixes from start to finish. You'll get hands-on training with recording software and hardware, mix / mingle with top-shelf working audio engineers and producers, and develop skills necessary to create, mix and produce professional-quality audio. This will be achieved by learning the tools of the trade in our Music Technology classroom. In addition, there will be opportunities during the year for your *creativity to shine* by producing remixes, re-creating covers, or even creating original work!

**Intermediate Music Technology**
**Grade Level: 10-12**
**Prerequisite: Beginning Music Technology**
Music Technology and Production is an extension of Beginning Music Technology. The students will begin to learn how to mix, capture and create sound using the same software used in recording studios in New York, LA, and Nashville, (Ableton & ProTools). They will continue learning more in depth recording techniques using professional software and equipment. They will also assist in producing, arranging, mixing and mastering an original album for the school, create and record

commercials for radio stations and create their own podcast.

**Advanced Music Technology**
**Grade Level: 11-12**
**Prerequisite: Intermediate Music Technology**
The Advanced Music Technology class will work toward mastery of the Digital Audio Workstations used in recording studios. This class will also learn how to run live sound for concerts in addition to recording various instruments and vocals. They will take the lead in producing, arranging, mixing and mastering an original album for the school which they can use in their portfolio if they choose to pursue audio engineering as a career after graduation.

**Beginning Band**
**Grade Level: 9-12**
**Prerequisite: 8th Grade Band & Director Approval**
Beginning Band (9-12) will teach playing skills and provides further opportunities for performers to increase performance skills and precision with increasingly difficult literature. This class covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. It will stress self-paced progress, practice strategies and group experiences. Through band class students will learn many styles and genres of music as well as enjoy public performance opportunities. Outside of class requirements will be expected such as rehearsal and performances.

**Advanced Band**
**Grade Level: 9-12**
**Prerequisite: Audition & Director Approval**
Advanced Band (9-12) will teach playing skills and provides further opportunities for performers to increase performance skills and precision with increasingly difficult literature. This class will cover advanced literature on the level V and VI music list. This class covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. It will stress self-paced progress, practice strategies and group experiences. Through band class students will learn many styles and genres of music as well as enjoy public performance opportunities. Outside of class requirements will be expected such as rehearsal and performances. Students will be required to audition to be placed in the Advanced Band class.

**Theatre Arts I and II**
**Grade Level: 9-12**
Studies the artistic, technical, management, and performance elements of a live theater production. As a part of the planning, rehearsal, and performance, students assume positions of responsibility and demonstrate basic knowledge and skills in acting, directing, artistic criticism, script analysis, staging, character creation, vocal techniques, and physical movement. Students recognize the responsibilities of the producer, director, actors, designers, technicians, and managers through collaboration in the creation of a theater performance.

**Drama III & IV**
Grade Level: 9-12
Introduces the acting process and the role of the actor in various styles/methods with a focus on scene study. Stresses developing imagination, observation, concentration powers, and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions, and ideas; enhances self-confidence and self-awareness. Theatre is used as a means to encourage cooperative learning, team work, organization, and leadership skills. The class allows all students the opportunity to perform on a regular basis.

# Visual Arts

**Visual Arts/Comprehensive I**
**Grade level: 9-12**
**Prerequisite: None**
Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.

**Visual Arts/Comprehensive II**
**Grade level: 10-12**
**Prerequisite: Comprehensive I**
Enhances level-one skills in art history, art criticism, aesthetic judgment, and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two- and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.

**Visual Arts/Comprehensive III**
**Grade level: 10-12**
**Prerequisite: Comprehensive II**
Enhances level-two skills in art history, art criticism, aesthetic judgment, and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists and developing personal artistic voice.

**Visual Arts/Comprehensive IV**
**Grade level: 10-12**
**Prerequisite: Comprehensive III**
Enhances level-three skills in art history, art criticism, aesthetic judgment, and studio production. Provides opportunities for in-depth application of design elements and principles of design in two- and three-dimensional art media and processes. Stresses creative problem solving through art production and the study of master artists and their works and further development of personal artistic voice.

**Visual Arts/Comprehensive V**
**Grade level: 10-12**
**Prerequisite: Comprehensive IV**
Enhances level-four skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two and three-dimensional art media and process in the development of individual portfolios. Explores idea development and media selection of master artworks of historical and cultural significance.

**Visual Arts/Comprehensive VI**
**Grade level: 10-12**
**Prerequisite: Comprehensive V**
Enhances level-five skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two and three-dimensional art media and process in the development of individual portfolios.

**Advanced Placement 2-D Art & Design**
**Grade Level: 9-12**
AP 2-D and Design is an introductory college-level two-dimensional design course. Students refine and apply 2-D skills to ideas they develop throughout the course. Develop your 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustrating, and others. You will create artwork that reflects your own ideas and skills and what you've learned.

# Physical Education

**Students may only take one PE class per semester.**

**Personal Fitness/Health - State mandated course Grade Level: 9-12**
**Prerequisite: None**
The State of Georgia requires all students to take ½ unit of Personal Fitness and ½ unit of Health. Both are taught in one semester. Personal Fitness provides instruction in methods to attain a healthy level of physical fitness. The Health component is designed to help students develop an awareness of safety and healthy lifestyles and methods of dealing with related emergencies. Included in the health component is the drug and alcohol awareness class required by the Georgia Highway Patrol before students are eligible to secure their driver's license. The instruction on human sexuality and Acquired Immune Deficiency Syndrome awareness required by the state of Georgia is also part of the curriculum. The Personal Fitness component presents students with an opportunity to assess their fitness level and learn the role that physical activity plays in their lives. Students develop a plan for physical fitness and learn to participate in activities which can be continued for fitness and recreation. The history, vocabulary, skills, rules, and regulations

of selected sports activities will also be introduced.

**Advanced Personal Fitness**
**Grade Level: 9th**
**Prerequisite: Personal Fitness/Health**
Provides advanced instruction to assist students in applying methods to attain a healthy level of physical fitness; implements a lifetime fitness program based on a personal fitness assessment focused on strength, muscular endurance, flexibility, body composition, and cardiovascular endurance; and includes fitness advanced instruction in principles and nutritional concepts introduced in Personal Fitness.

**Weight Training/Advanced Weight Training**
**Grade Level: 10**
**Prerequisite: Personal Fitness/Health**
Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits. Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.

**Intro/Intermediate/Advanced Team Sports**
**Grade Level: 10-12**
**Prerequisite: Personal Fitness/Health** Course introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, and flag football. Class enhances skills in team sports strategies.

**Body Sculpting/ Advanced Body Sculpting**
**Grade level: 10-12**
**Prerequisite: Teacher recommendation**
Weight training is a series of courses designed to assist students in the enhancement of their physical strength. The program will augment the strength of muscle groups, improve body conditioning, reapportion body measurements, and increase power, coordination, speed, and flexibility.
Proper weight-lifting techniques and safety measures will be introduced and a planned program of weight training for the individual will be developed and implemented.

**Physical Conditioning/Advanced Physical Conditioning**
**Grade level: 10-12**
**Prerequisite: Teacher recommendation**
Provides safe, effective, and physiologically sound ways to manage weight and alter metabolism and body composition. This course includes an exercise program and weight training techniques.

# Business & Technology Pathway

**Introduction to Business & Technology**
**Grade level: 9-12**
**Prerequisite: None**
Introduction to Business & Technology is the foundational course for Administrative Support, Small Business Development, Finance and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways.

Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. 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. Professional communication skills and practices, problem-solving, ethical, and legal issues, and the impact of effective work ethic skills are taught in the course as a foundational knowledge to prepare students to be college and career ready. **This course offers students the opportunity to train and become Microsoft Word Certified**

**Business and Technology**
**Grade level: 9-12**
**Prerequisite: Intro to Business &Technology**
How is technology used to solve business problems and communication solutions? Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be emphasized in this course. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project-based learning.

Various forms of technologies and internet research will be used to expose students to resources, software, and applications of business practices.
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 standards for this course. **This course offers students the opportunity to train and become Microsoft EXCEL Certified.**

**Business Communications**
**Grade level: 10-12**
**Prerequisite: None**
Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for student's master presentation software in this course.
Various forms of technologies will be used to expose students to resources, software, and applications of business practices. Professional communication skills and practices, problem-solving, ethical, and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare

students to be college and career ready. Employability skills are integrated into activities, task, 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 standards for this course. **This course offers students the opportunity to train and become Microsoft PowerPoint Certified.**

business. Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management technique to mitigate those risks. Investing both personal and business insurance products and deciding which products are suitable for a specific customer profile will be covered. Ethical issues and case studies involve the financial services industry will be used to determine how industry regulations are developed. An investigation of careers in the financial services industry will be explored throughout the course. Concepts of this course will be enhanced by business partnerships with community financial institutions.

# Marketing and Management

**Marketing Principles**
**Grade Level: 9-12**
**Prerequisite: None**

Marketing Principles is the **foundational course** for all pathways in the Marketing Cluster. Marketing Principles addresses the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of Employability, Foundational and Business Administration skills as well as Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Operations, Professional Development and Strategic Management.

**Marketing & Entrepreneurship**
**Grade Level: 10-12**
**Prerequisite: Marketing Principles**

Marketing and Entrepreneurship is the second course in the Marketing and Management Career Pathway. Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories. In addition, Marketing and Entrepreneurship focuses on the role of the supervisor and examines the qualities needed to be successful.

In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and possibly in a formal WBL Program; (2) DECA Career and Technical Student Organization competitive events that are directly aligned with course standards and (3) a School-Based Enterprise. The prerequisite for this course is Marketing Principles.

**Marketing Management**
**Grade Level: 10-12**
**Prerequisite: Marketing & Entrepreneurship**

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

In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and perhaps in a formal WBL Program; (2) DECA Career Technical Student Organization (CTSO) competitive events that are directly aligned with course standards and (3) a School-Based Enterprise. The

prerequisite for this course is Marketing and Entrepreneurship.

**Promotion & Digital Marketing**
**Grade Level: 10-12**
**Prerequisite: Teacher Recommendation**
Promotion and Digital Marketing is the second course in the Marketing Communications and Promotions pathway. This course focuses on the performance of key responsibilities for promotion with a focus on digital marketing concepts. Students develop skills in digital marketing, analytics, branding, advertising, public relations, and special promotions.

**Integrated Marketing Communications**
**Grade Level: 10-12**
**Prerequisite: Teacher Recommendation**
Integrated Marketing Communications is the third course in the Marketing Communications and Promotion Career Pathway. This course focuses on the communication aspects of the business in relation to customer/consumer relationships. Students develop knowledge and skills in advertising, selling, direct marketing, public relations, sales promotions, and digital marketing communications. Students learn how communications affects budget considerations, marketing information decision-making and all future business opportunities.

**Marketing Research**
**Grade Level: 10-12**
**Prerequisite: Teacher Recommendation**
In this course, high school students will gain an understanding of marketing research and the role it plays in the field of marketing. By using primary and secondary research, the students will learn the value of knowing the customer and be able to identify a viable target market. Through the exploration of survey techniques, students will be aware of different methods of discovering information that is beneficial to the successful implementation of a marketing plan. By planning and implementing a data collection experiment, students will learn to examine research design and collection methods, treatments, control groups, experimental units, random assignment and replication, and the identification of possible sources of bias and placebo effects. Exposure to career possibilities and ethical issues are also important aspects to this course.

# Welding

**Industry Fundamentals and Occupational Safety Grade level: 9-12**

**Prerequisite: None**
This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding and Sheet Metal 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. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in an industrial setting. The course will provide the trainee with an option for receiving Industry Certification through NCCER using the Construction Core Curriculum and after satisfying all requirements of the above pathways.

**Introduction to Metals**
**Grade level: 10-12**
**Prerequisite: Occupational Safety**
This course is designed to acquaint participants with the three major technical occupations (welding, sheet metal, and machining) that are available in the metal forming, manufacturing, and metals/construction industries. The various activities equip high school students with the skills needed to select a metal industry occupation, enter the work force, and continue to advance in one of these specialized metals occupations.
Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for

more highly specialized training in subsequent courses.
Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards and the National Institute for Metal forming Skills (NIMS) standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry or obtain NIMS credentials.
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**Welding I**
**Grade level: 10-12**
**Prerequisite: Introduction to Metals**
This course is designed to provide all students with the basic knowledge and safe operating skills needed to demonstrate proper set of equipment in oxyfuel, shielded metal arc welding (SMAW), and gas metal arc welding (GMAW). The students will perform oxyfuel cuts using acetylene and propane gases. The students will select electrodes and perform welds using SMAW and GMAW to current industry standards. Welding symbols will be used to interpret detailed drawing used for fabrication. American Welding Society codes will be used to determine the soundness of welds. Minimum performance requirements for this course are based on successful student completion according to the American Welding Society (AWS) and the National Center for Construction Education and Research Center (NCCER) standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

**Welding II**
**Grade Level: 10-12**
**Prerequisite: Welding I**
This course is designed to allow students to master basic welding techniques such as producing quality fillet welds and advanced metal cutting processes. Students will interpret welding symbols and use joint fit-up tools to produce quality fillet welds. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

**Welding III**
**Grade Level: 10-12**
**Prerequisite: Welding II**
This course is designed to allow students to master intermediate shielded metal arc welding techniques used in 1G, 3G, 4G, 5G, and 6G positions on groove welds with backing and open V-butt welds. Upon completion of this course, students will be able to enter into an entry-level job as a welder or advance to a higher degree of learning. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

**Welding IV**
**Grade Level: 10-12**
**Prerequisite: Welding III**
This course is designed to allow students to master intermediate shielded metal arc welding techniques used in 1G, 3G, 4G, 5G, and 6G positions in open-root pipe welds. Also included is the development of skills in reading welding detail drawings and air carbon cutting arc and gouging. Upon completion of this course students will be able to enter into an entry-level job as a welder or advance onto a higher degree of learning. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

# Engineering & Technology

## Foundations of Engineering and Technology

**Grade level: 9-11**
**Prerequisite: None**
The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathway and is based on the Project Lead the Way's Introduction to Engineering. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project-based activities while using an engineering design process to successfully master the "E" in STEM.

## Engineering Concepts

**Grade level: 10-12**
**Prerequisite: Foundations of Engineering & Technology**
Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment. The prerequisite for this course is Foundations of Engineering and Technology.

## Engineering Applications

**Grade level: 10-12**
**Prerequisite: Engineering Concepts**
Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering. The prerequisite for this course is Engineering Concepts.

# Culinary Arts

## Introduction to Culinary Arts

**Grade level: 9-12**
**Prerequisite: None**
Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. This course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

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

## Culinary Arts I

**Grade level: 10-12**
**Prerequisite: Introduction to Culinary Arts**
Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamental course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.

## Culinary Arts II

**Grade Level: 10 – 12**
**Prerequisite: Culinary Arts I**
Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is

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

## Audio-Video Technology and Film

**Audio- Video Technology & Film I**
**Grade Level: 9-12**
**Prerequisite: None**
This course will serve as the foundational course in the Audio & Video Technology & Film pathway, which 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, live streaming, and professional ethics. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on live multi-camera video and film style production projects that will require after-school participation. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses.

**Audio- Video Technology & Film II**
**Grade Level: 10-12**
**Prerequisite: Audio & Video Technology & Film I**
This course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on live multi-camera video and film style production projects that will require after-school participation. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses. The prerequisites for this course is Audio & Video Technology & Film I. Extracurricular productions are a requirement of this program.

**Audio-Video Technology & Film III**
**Grade Level: 10-12**
**Prerequisite: Audio & Video Technology & Film II** This course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production and provide leadership in the program. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on live multi-camera video and film style production projects that will require after-school participation. The prerequisites for this course include: AV Tech. & Film I & II. Extracurricular productions are a requirement of this program.

**Broadcast/Video Production II**
**Grade Level: 10-12**
This one credit course is the second in a series to prepare for a career in Broadcast/Video production and/or to transfer to a postsecondary program for further study. Topics include: Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, 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 Video Production Applications**
**Grade Level: 10-12**
Broadcast Video Production Applications is designed to facilitate student-led projects under

the guidance of the instructor, as well as provide opportunities for students to master skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Students work cooperatively and independently in all phases of production. Topics include advanced camera techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume', references, and production samples.

# Teacher as a Profession

**Examining the Teaching Profession**
**Grade level: 9-12**
**Prerequisite: None**
The Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Teaching as a Profession students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Pre-requisite for this course is adviser approval.

**Contemporary Issues in Education**
**Grade level: 9-12**
**Prerequisite: Examining the Teaching Profession**
The Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Teaching as a Profession students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Pre-requisite for this course is adviser approval.

**Teaching as a Profession Practicum**
**Grade level: 1 1 -12**
**Prerequisite: Contemporary Issues in Education**
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.

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) or Family, Career & 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.

**Early Childhood Education II**
**Grade level: 10-12**
**Prerequisite: Childhood Education I**
Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire safety: information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.

Mastery of standards through project-based learning, laboratory application, technical skills practice, and leadership development activities of the career and technical student organization will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice when continuing their education and training.

**Early Childhood Practicum**
**Grade level: 11-12**
**Prerequisite: Early Childhood Education II**
Early Childhood Education III is the third course in the Early Childhood Care and Education pathway. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes, and effects of stress on young children, and infant nutrition.

Mastery of standards through project-based learning, laboratory application, technical skills practice, and leadership development activities of the career and technical student organization will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice when continuing their education and training.

# JROTC-Army

**JROTC/ Army Leadership Education 1**
**Grade level: 9**
**Prerequisite: none**
Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions, and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High school students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence, and study skills. These self-assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

**JROTC/Army Leadership Education -2**
**Grade Level: 9-12**
**Prerequisite: Army 1**
This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values, and attributes. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and cocurricular activities that support the core employability skills standards and McRel academic standards.

ARMY JROTC – LEADERSHIP EDUCATION and TRAINING (LET 2):
The Developing Leader

The Developing Leader is the second of four courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This textbook supports 24 lessons and is written and designed for students, as developing leaders. It will be an invaluable resource as students work on their learning

activities. The JROTC program is designed to help develop strong leaders and model citizens. As a second-year Cadet, students will continue to build on unit 1 knowledge and skills and find themselves being introduced to new content that will help them develop as a leader in the program, school, and community. The knowledge, skills, and abilities students will acquire in this unit are covered in eight chapters.

**JROTC/ Army Leadership Education-3**
**Grade level: 10-12**
**Prerequisite: Army 2**
Unit 3 Leadership Education and Training (LET 3): The Supervising Leader is the third of four courses in the Army Junior Reserve Officers' Training Corps (JROTC) program. This textbook supports 20 lessons and is designed and written for students, as leaders in their school, community, and JROTC programs. It will be an invaluable resource of content as students work on their learning activities. The JROTC program is designed to help develop strong leaders and model citizens. As a third-year Cadet, students will continue to build on Unit 1 and 2 knowledge and skills and find themselves being introduced to new content that will help develop supervisory skills and abilities. The knowledge, skills, and abilities students will acquire in this unit are covered in seven chapters.

**JROTC/Army Leadership Education-4**
**Grade Level: 10-12**
**Prerequisite: Army 3**
This laboratory course is designed build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co- curricular activities that support the core employability skills standards and McRel academic.

**JROTC/Army Leadership Education-5**
**Grade Level: 11-12**
**Prerequisite: Army 4**
This laboratory course is designed build on the leadership skills developed in JROTC 4. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co- curricular activities that support the core employability skills standards and McRel academic.

**JROTC/Army Leadership Education-6**
**Grade Level: 11-12**
**Prerequisite: Army 5**
This laboratory course is designed build on the leadership skills developed in JROTC 5. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co- curricular activities that support the core employability skills standards and McRel academic.

**JROTC/Army Leadership Education-7**
**Grade Level: 12**
**Prerequisite: Army 6**
This laboratory course is designed build on the leadership skills developed in JROTC 6. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co- curricular activities that support the core employability skills standards and McRel academic.

**JROTC/Army Leadership Education-8**
**Grade Level: 12**
**Prerequisite: Army 7**
This laboratory course is designed build on the leadership skills developed in JROTC 7. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment

for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co- curricular activities that support the core employability skills standards and McRel academic.

# Agriculture

**Basic Agricultural Science**
**Grade Level: 9-10**
**Prerequisite: None**
This course is designed as the foundational course for all Agricultural, 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.

**General Horticulture and Plant Science**
**Grade level: 10-12**
**Prerequisite: Basic Agri Science** Horticulture is a course for students in grades 9-12 who are interested in exploring careers and developing competencies in greenhouse management, floriculture, nursery production, landscape design, and related occupations. This class will be responsible for growing and maintaining seasonal crops in the greenhouse.

**Forest Science**
**Grades: 10-12**
**Prerequisite: Basic Ag Sci**
Forest Science provides entry-level skills for employment in the forest industry and for further study. This course covers establishing forests by natural and artificial means, maintaining, and surveying forests, identifying, and protecting trees, practicing silviculture, measuring trees and land, mapping, preparing for timber sales and harvest, employing multiple-use resource management, keeping records, and figuring taxes.

**Nursery and Landscape**
**Grade level: 10-12**
**Prerequisite: General Horticulture** Nursery Production and Management introduces systematic cultural practices and business procedures used in nursery businesses. This class covers the production, marketing, and distribution of landscape plants and related landscape materials.

**Agribusiness Management & Leadership**
**Grade Level: 11-12**
**Prerequisite: Plant Science, Animal Science, or Forestry**
The Agribusiness Management and Leadership course will enable students desiring to pursue a career in agribusiness to demonstrate applications of principles and practices as we cover economics, law & ethics, communication, financial literacy, and the different types of businesses and how each type of business is managed. Mastery of these standards through project-based learning (including creating a business plan) and leadership development activities in the FFA and supervised agricultural experience program will help prepare students for post-secondary study or entry into agribusiness.

**Wildlife Management**
**Grades: 10-12**
**Prerequisite: Basic Agricultural Science**
Wildlife Management is designed for students who are interested in learning about conservation and maintenance of natural resources. This course will include wildlife management, fish management, and current environmental topics. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

**Agricultural Mechanics Technology I**
**Grades: 10-12**
**Prerequisite: Basic Agricultural Science**
This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include wood working, 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.

**Agricultural Mechanics Technology II**
**Grades: 10-12**
**Prerequisite: Agricultural Mechanics Technology II**
The goal of this laboratory course is designed to offer students intermediate level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, maintenance of agricultural machinery, equipment and tractors and soil and water conservation. Learning activities include information, skill development and problem solving.

**Animal Science Technology and Biotechnology**
**Grades: 10-12**
**Prerequisite: Basic Agricultural Science**
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.

**Agricultural Animal Production and Management**
**Grades: 10-12**
**Prerequisite: Basic Agricultural Science**
The goal of this course is to provide all students instruction in establishing and managing agricultural animal enterprises; includes instruction in selecting, breeding, feeding, caring for and marketing beef and dairy cattle, horses, swine, sheep, and poultry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

# Healthcare Science

**Introduction to Healthcare Science**
**Grade level: 9-12**
**Prerequisite: None**
Introduction to Healthcare Science is the foundational and prerequisite course for all Health Science pathways. This course is appropriate for students wishing to pursue a career in the Healthcare science careers as well as employability and communication skills necessary in the healthcare industry. The concepts of human growth and development, health, wellness, and preventative care are evaluated, as well, as, legal, ethical and technology 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.

**Essentials of Healthcare**
**Grade Level: 10-12**
**Prerequisite: Intro to Healthcare Science**
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 or 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 a connection between medical procedures and the pathophysiology of diseases and disorders.

**Allied Health and Medicine**
**Grade level: 11-12**
**Prerequisite: Essentials of Healthcare**
This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as

they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc. This course was developed according to a basic 50-minute class time frame, but may be adjusted according to local system schedules. Instructors may select which classroom content standards 1-14 best meet his/her individual classroom needs in addition to the required clinical/capstone project to equal total class time available for the course.

**Patient Care Fundamentals**
**Grade level: 11-12**
**Prerequisite: Approved Application**
This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career *Nursing Assistant*. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA). Upon completion of this course and its perquisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant.

**Clinical Lab II**
**Grade Level: 10-12**
**Prerequisite: Patient Care Tech**
This internship focuses on the applications of medical services skills and technology. Recommended course length is 150 hours with content focus as delineated in the internship performance standards. A minimum of 90 clinical application hours is required. The additional 60 internship hours may be utilized in the class, lab, or clinic settings.

**Medical Services Internship**
**Grade Level: 10-12**
**Prerequisite: Patient Care Tech**
The goal of this course is to provide fundamental clinical laboratory-assistant skills and knowledge to include the use of laboratory equipment, safety in the lab, quality control and assurance, hematology, urinalysis, serology/immunology, immunohematology, and knowledge of phlebotomy procedures. Students will have the opportunity to explore careers in the clinical lab industry and the education required at each level.

## Workforce Ready Pathway

**Introduction to Career Competencies**
**Grade level: 9**
**Prerequisite: None**
GRADUATION REQUIREMENT
In this course students acquire employability skills that ease their transition to the workforce. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students. Through participation in this career pathway, students will learn about the world of work by achieving academic challenges, participating in project-based learning activities, workplace enrichment experiences, and participation in a Career and Technical Student Organization (CTSO) that provides inner-personal and group-related leadership skills.

**Career Competencies**
**Grade Level: 10**
**Prerequisite: Intro to Career Competencies**
In this course students acquire employability skills that ease their transition to the workforce. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students. Through participation in this career pathway, students will learn about the world of work by achieving academic challenges, participating in project-based learning activities, workplace enrichment experiences, and participation in a Career and Technical Student Organization (CTSO) that provides inner-personal and group-related leadership skills.

**Advanced Career Competencies**
**Grade level: 11-12**
**Prerequisite: Career Competencies**
In this course students will use various opportunities and settings to demonstrate knowledge and application of employability skills acquired in prior courses. Specific skills within the course provide additional opportunities for students to sharpen academic and employability skills, financial literacy, multiple forms of communication strategies, leadership skills, mastery of technology and specific-related tools, workplace safety, and self-advocacy approaches. In this course students will have heavy exposure to workplace and community experiences, complete and present career portfolios, complete a community/school service project, hone leadership skills, and earn business and industry recognized credentials. These essential skills and concepts need to be taught in an individualized basis to meet the academic and workplace skill-needs of students. Through participation in this career pathway, students will learn about the world of work by achieving academic challenges, participating in project-based learning activities, workplace enrichment experiences, and participation in a Career and Technical Student Organization (CTSO) that provides inner-personal and group related leadership skills.

# Work Based Learning/Youth Apprenticeship

**Grade Level: 11-12**

Applicants for Work-Based Learning (WBL) should apply with Mrs. Alison Lamb or Mrs. Cranford in Room 302. Work-Based Learning encompasses, internship (paid/unpaid), cooperative work experience, and apprenticeship (paid & unpaid.

Requirements:

- Students must be on track for graduation.
- Students must be 16 years of age and have achieved Junior or Senior Status
- Students must provide their own transportation to and from school and the workplace.
- Students must have completed at least one CTAE course prior to enrollment with priority to those completing 2 or more in a pathway related to his/her job placement
- Students must complete an application process and provide a current resume
- Student absences cannot exceed 13 for the previous school
- year. (**This includes excused and unexcused** absences/tardies)
- Students must have favorable discipline history for the previous school year. Applicants with more than two behavioral referrals resulting in consequences greater than a warning, lunch detention, after school detention or Saturday School will not be
- considered. However, students may agree to be on probationary status with the opportunity to re-apply at the end of the next complete semester

Commitment:

- Placements are intended to place students with specific skill training (pathway completion) in the available job market that most closely relates to those skills.
- Participants will be limited to no more than two employer training stations (jobs) per year in order to build a positive work history.
- Students who fail to maintain program standards can be removed from the work-based learning program and risk impacting GPA and graduation.
- Students are required to be employed and work a minimum of the equivalent number of hours per week that would have been spent in the classroom with documented worksite experience. (1 block = 7.5, 2 blocks = 15, 3 blocks = 21.5)
- Students must be employed through the entire school term.
- Students may be required to complete job shadowing, postsecondary visitation, and community service activities according to a specifically designed training plan.

Work-Based Learning is designed to promote and provide practice for students seeking work experiences to possess an effective work ethic that demonstrates proper attitudes, values and interpersonal skills required to make them successful in the world of work. Career exploration will include career search and assessment, postsecondary planning, and financial aid information. Students will also learn the skills necessary for everyday life functions such as banking procedures, dealing with consumer problems and good communication. Membership in a Career Technical Student Organization is encouraged.

Students not serving in on-site internships, leave campus to work with partner employers. All students will be evaluated by the employer to earn a grade for the award of one career technical credit per enrolled block.

Evaluation will also be based on the student's ability and performance in maintaining employment that will include evaluative feedback from the employer and performance on assignments from the coordinator. All Work Based Learning Students will complete a Career Portfolio.

Students enrolled in the Youth Apprenticeship program will continue the program until a post-secondary credential or industry certification is earned and minimum 720 required work hours are reached, then students will earn a Youth Apprenticeship Completer Certificate. If students do not achieve this while in high school, they will be tracked after graduation.

# Southern Pines College and Career Academy (SPCCA) CTAE Dual Enrollment Certificate Programs

*Please visit **Southern Pines Website** and click on **Program Videos** and **Program Flyers** to get more information on Southern Pines College and Career Academy (SPPCA) course offerings for the upcoming 24-25 school year.*

**Automotive Dual Enrollment – 3 Technical College Certificates (TCC's) in 1 year**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

1) Auto Electrical / Electronic Systems Technician

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

2) Electrical Vehicle Professional

Description: The Electric Vehicle Professional Technical Certificate of Credit was designed in conjunction with Hyundai subject matter experts to provide students with the knowledge and skill to prepare them for entry level employment in the electrical vehicle production industry. Emphasis is placed on safe and effective automotive shop operations, automotive electrical principles, and operation and service procedures for EV and Hybrid vehicles. This certificate prepares the student to enter into the electrical vehicle production industry with basic knowledge.

3) Automotive Climate Control Specialist

Description: The Automotive Climate Control Technician certificate program provides students with skills for entering the automotive service industry as an entry level climate control technician. Topics covered include: basic shop safety, electrical/electronic theory and diagnosis, and the theory, operation, diagnosis and servicing of automotive climate control systems.

**Diesel Dual Enrollment – 2 Technical College Certificates (TCC's) in 1 year**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

1) Diesel Electrical/Electronic Systems Technician

Description: The Diesel Electrical and Electronic Systems Technician certificate program provides the student with training for becoming an entry level diesel electrical/electronics systems technician. The topics presented include diesel shop safety and tool use, basic electrical and electronics theory, starting and charging systems, and electronic controls and accessory systems.

2) Diesel Engine Service Technician

Description: The Diesel Engine Service Technician certificate program provides the student with training to become an entry level diesel engine service technician. The topics covered include diesel shop safety, tools and equipment, diesel electrical/electronic systems, and diesel engines and support systems.

**Timber Harvesting Dual Enrollment – 2 Technical College Certificates (TCC's) in 1 year**

Grade Level: 11-12 only (students will most likely transition into the workforce upon completion)
Prerequisite: None
Certificates Offered:

1) Basic Timber Harvesting

Description: The Basic Timber harvesting technical certificate of credit program provides skills necessary for program completers to obtain entry-level employment in the area of timber harvesting. Topics include: safety, forest products marketing, woodland skills and timber industry standards. The student obtains Master Timber Harvester Certification.

2) Timber Harvesting Operations

Description: The Timber Harvesting Operations technical certificate of credit program provides skills necessary for program completers to obtain employment in the area of timber harvesting. Topics include: safety, forest products marketing, woodland skills, timber industry standards, timber harvesting equipment operations, and equipment maintenance.

**Electrical Lineworker (includes CDL w/h Restrictions) – 1 Technical College Certificate (TCC) in 1 year**

Grade Level: 12th grade only (students must turn 18 by January 1st)
Prerequisite: None
Certificates Offered:

1) Electrical Lineworker (includes CDL w/h Restrictions)

Description: The Electrical Lineworker certificate program provides students with the necessary knowledge and skill to gain employment as an entry-level lineworker with electrical utility companies, both public and private. Topics include lineworker organization principles, lineworker workplace skills, lineworker automations skills, and lineworker occupational skills. Students will also gain CDL w/h restrictions.

**Nurse Aide - 1 Technical College Certificate (TCC) in 1 year**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

1) Nurse Aide:

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

**Education Paraprofessional - - 1 Technical College Certificate (TCC) in 1 year**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

1) Education Paraprofessional

Description: The Education Paraprofessional technical certificate of credit is a series of courses designed to prepare students for a position as a paraprofessional in the public-school system. The program emphasizes education theory and practical application competencies necessary for successful employment. Completers will be eligible to take the GACE Paraprofessional licensure exam to qualify to apply for a position as an entry-level paraprofessional in various educational settings.

**Mechatronics Specialist - 1 Technical College Certificate (TCC) in 1 year**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

1) Mechatronics Specialist

Description: The Mechatronics Specialist TCC is designed to provide students with the necessary skills and understanding to perform installation, diagnostics and repair to mechatronic systems and automated equipment. The program focuses on Mechanics, Fluid Power, and Robotics.

**Construction - 1 Technical College Certificate (TCC) in 1 semester**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

1) NCCER Carpentry Fundamentals

Description: The Carpentry Fundamentals certificate introduces the student to the basic levels of carpentry skills. Topics include introduction to the trade, safety, hand and power tool usage, site layout, structural framing, building envelope systems, and exterior finishes. The program emphasizes a combination of carpentry theory and practical application necessary for successful employment. Program graduates receive a carpentry fundamentals certificate and have the qualifications of an entry-level framing carpenter.

**Plumbing - 1 Technical College Certificate (TCC) in 1 semester**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

1) NCCER Plumbers Assistant

Description: *The Plumbers Assistant program of study is a sequence of courses that prepares students for entry level careers in plumbing and related fields. The program emphasis a combination of plumbing theory and practical application necessary for successful employment. Program graduates receive a Plumbers Assistant Certificate of completion and have the qualification of an entry level plumber's assistant.*

**Cosmetology - 1 Technical College Certificate (TCC) in 1 semester**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

1) Salon and Spa Support Specialist

Description: The Salon and Spa Support Specialist Technical Certificate of Credit introduces courses that prepare students for careers in the field of Cosmetology as Shampoo Technicians. Learning opportunities develop the academic and professional knowledge required for job acquisition, retention, and advancement. The program emphasizes specialized training for safety, sanitation, state laws, rules and regulations, chemistry, anatomy and physiology, the structure of the hair, diseases, and disorders of the hair and scalp, hair and scalp analysis, basic hair and scalp treatments, basic shampooing techniques, reception sales, management, employability skills, and work ethics. Graduates receive a Salon and Spa Support Specialist Technical Certificate of Credit and are employable as a Cosmetology salesperson, salon manager, or salon owner.

**Criminal Justice – 1 Technical College Certificate (TCC) in 2 semesters**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

2) Criminal Justice Specialist

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

**Emergency Medical Responder (Hybrid) – 1 Technical College Certificate (TCC) in 1 semester**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

1) Emergency Medical Responder (Hybrid)

Description: The Emergency Medical Responder certificate program prepares students to initiate immediate lifesaving care to critical patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional EMS response and to assist higher level personnel at the scene and during transport. emergency Medical Responders function as part of a comprehensive EMS response, under medical oversight. The Emergency Medical Responder (EMR) technical certificate of credit provides students with the opportunity to prepare for entry-level into the emergency medical services professions for possible employment in a variety of prehospital, industrial and first responder settings. After successful completion of a SOEMST approved EMR program the graduate may take the National Registry of Emergency Medical Technicians EMR certification examination.

**Basic Electrical Systems Technician- 1 Technical College Certificate (TCC) in 1 semester**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

1) NCCER Basic Electrical Systems Technician

Description: The Basic Electrical Systems Technician Certificate provides training in basic electrical wiring skills enabling students to gain entry level employment in the construction and maintenance industry. Topics include basic electrical principles and practices, blueprint interpretation, industrial safety procedures, and basic wiring operations.

**Basic Heavy Equipment Operator - 1 Technical College Certificate (TCC) in 1 semester**

Grade Level: 10-12
Prerequisite: None
Certificates Offered:

2) Basic Heavy Equipment Operator

Description: The Basic Heavy Equipment Operator certificate programs provides training in basic competencies, knowledge, and skills necessary to successfully pursue careers in various heavy equipment operations professions.

**Welding- 2 Technical College Certificates (TCC's) in 1 year**

Grade Level: 10-12 (Available on the ACHS campus)
Prerequisite: None
Certificates Offered:

1) Basic Shielded Metal Arc Welder

Description: The Basic Shielded Metal Arc Welder Technical Certificate of Credit prepares students for careers in the welding and joining industry. This certificate emphasizes arc welding in the flat position and is pre-requisite to the advanced certificate.

2) Gas Metal Arc Welder

Description: Provides knowledge of theory, safety practices, equipment and techniques required for successful gas metal arc welding. Qualification tests, all positions, are used in the evaluation of student progress toward making industrial standard welds. Topics include: GMAW safety and health practices; GMAW theory, machines, and set up; transfer modes; wire selection; shielded gas selection; and GMAW joints in all positions.

# Appling County High School Pathways

Appling County High School (ACHS) offers 17 different Career, Technical, and Agricultural Education (CTAE) Career Pathways and 3 Advanced Studies Pathways. Any ACHS student who finishes a sequence of three courses (3 units of credit) in one of the CTAE career pathway areas will be recognized as a Georgia Career Pathway Completer. Any student who completes an advanced studies sequence of courses in fine arts, world language, or advanced academics will be recognized as a Fine Arts Pathway Completer, a World Language Pathway Completer, or an Advanced Academic Pathway Completer. Students can earn pathway completion status in multiple areas if they complete course requirements. Students who are Pathway Completers will receive a Pathway Completer seal on their diploma.

| 9 Career Pathway Cluster Areas | 18 Georgia Career Pathways & Courses | | |
|---|---|---|---|
| Agriculture, Food & Natural Resources Cluster | **Agricultural Mechanics Career Pathway**<br>Course 1: Basic Agriculture Science (02.47100)<br>Course 2: Ag Mechanics Technology I (01.42100)<br>Course 3: Ag Mechanics Technology II (01.42200) | **Forestry/Wildlife Systems Career Pathway**<br>Course 1: Basic Agriculture Science (02.47100)<br>Course 2: Forest Science (03.45100)<br>Course 3: Wildlife Management (03.45300) | **Plant and Landscape Systems Career Pathway**<br>Course 1: Basic Agriculture Science (02.47100)<br>Course 2: Gen. Horticulture & Plant Science (01.46100)<br>Course 3: Nursery and Landscape (01.47000) |
| | **Forestry/Mechanical Systems Career Pathway**<br>Course 1: Basic Agriculture Science (02.47100)<br>Course 2: Ag Mechanics Technology I (01.42100)<br>Course 3: Forest Science (03.45100) | **Horticulture/Mechanical Systems** Career Pathway<br>Course 1: Basic Agriculture Science (02.47100)<br>Course 2: Gen. Horticulture & Plant Science (01.46100)<br>Course 3: Ag Mechanics Technology I (01.42100) | **Ag. Leadership in Forestry Career Pathway**<br>Course 1: Basic Agriculture Science (02.47100)<br>Course 2: Forest Science (03.45100)<br>Course 3: Agribusiness Management & Leadership (1.41200) |
| | **Horticulture & Forest Science Career Pathway**<br>Course 1: Basic Agriculture Science (02.47100)<br>Course 2: Forest Science (03.45100)<br>Course 3: Gen. Horticulture & Plant Science (01.46100) | **Food Animal Systems Pathway**<br>Course 1: Basic Agriculture Science (02.47100)<br>Course 2: Animal Science & Biotechnology (02.42100)<br>Course 3: Agricultural Animal Production & Management (01.43200) | **Ag. Leadership in Horticulture Career Pathway**<br>Course 1: Basic Agriculture Science (02.47100)<br>Course 2: Gen. Horticulture & Plant Science (01.46100)<br>Course 3: Agribusiness Management & Leadership (1.41200) |
| Business, Management, & Administration Cluster | **Business and Technology Career Pathway**<br>Course 1: Introduction to Business and Technology (07.44130)<br>Course 2: Business and Technology (07.44100)<br>Course 3: Business Communications (07.45100) | | |
| Arts, Audio/Video Technology, and Communications Cluster | **Audio-Video Technology and Film** Career Pathway<br>Course 1: Audio-Video Technology & Film I (10.51810)<br>Course 2: Audio-Video Technology & Film II (10.51910)<br>Course 3: Audio-Video Technology & Film III (10.52010) | | |
| STEM (Science, Technology, Engineering, & Math) Cluster | **Engineering and Technology Pathway**<br>Course 1: Foundations of Engineering and Technology (21.42500)<br>Course 2: Engineering Concepts (21.47100)<br>Course 3: Engineering Applications (21.47200) | | |
| Health Science Cluster | **Therapeutic Services – Allied Health and Medicine Career Pathway**<br>Course 1: Introduction to Healthcare Science (25.52100)<br>Course 2: Essentials of Healthcare (25.44000)<br>Course 3: Allied Health and Medicine (25.43700) | | |
| Architecture & Construction Cluster | **Welding Career Pathway**<br>Course 1: Industry Fundamentals and Occupational Safety (46.54500)<br>Course 2: Introduction to Metals (48.58100)<br>Course 3: Welding I (48.55100) | | |
| Hospitality & Tourism Cluster | **Culinary Arts Career Pathway**<br>Course 1: Introduction to Culinary Arts (20.53100)<br>Course 2: Culinary Arts I (20.53210)<br>Course 3: Culinary Arts II (20.53310) | | |
| Education & Training Cluster | **Teaching as a Profession**<br>Course 1: Examining the Teaching Profession (13.01100)<br>Course 2: Contemporary Issues in Education (13.01200)<br>Course 3: Teaching as a Profession Practicum (13.01300) | | |
| Marketing Cluster | **Marketing and Management Pathway**<br>Course 1: Marketing Principles (08.47400)<br>Course 2: Marketing and Entrepreneurship (08.44100)<br>Course 3: Marketing Management (08.44200) | | |
| Workforce Ready Career Cluster | **Workforce Ready Pathway**<br>Course 1: Introduction to Career Competencies (32.43000)<br>Course 2: Career Competencies (32.43100)<br>Course 3: Advanced Career Competencies (32.43200) | | |
| **3 Advanced Studies Pathways and Courses** | | | |
| Fine Arts Pathway | A student will be considered a Fine Arts Pathway Completer if they meet all graduation requirements and complete three units of credit in the area of Music. Appling County High School offers the following Music courses in the areas of Band and Chorus: Beginning Band I (53.03610), Beginning Band II (53.03620), Beginning Band III (53.03630), Beginning Band IV (53.03640), Intermediate Band I (53.03710), Intermediate Band II (53.03720), Intermediate Band III (53.03730), Intermediate Band IV (53.03740), Advanced Band I (53.03810), Beginning Choral Ensemble I (53.07110), Beginning Choral Ensemble II (53.07120), Beginning Choral Ensemble III (53.07130),Beginning Choral Ensemble IV (53.07140), Advanced Choral Ensemble I (53.07310), Advanced Choral Ensemble II (53.07320), Advanced Choral Ensemble III (53.07330), and Advanced Choral Ensemble IV (53.07340). | | |
| World Language Pathway | A student will be a World Language Pathway Completer if they meet all graduation requirements and complete three units of credit in one distinct world language. Appling County High School offers the following world language courses: Spanish I (60.07100), Spanish II (60.07200), and Spanish III (60.0730). | | |
| Advanced Academic Pathway | A student will be considered an Advanced Academic Pathway Completer if they meet all graduation requirements, complete two sequential units of course credit in one world language (Spanish I and Spanish II), and achieve at least one AP course credit or one postsecondary course credit that fulfills a core graduation requirement in ELA, Mathematics, Science, or Social Studies. | | |